

Charlestown Community Primary School



Behaviour and Social Interaction Policy

June 2026

(updated in line with latest guidance)

Approved by: Full Governing Body

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Contents

1. Rationale and Legal Framework
2. Aims of the Policy
3. Roles and Responsibilities
4. Equality, Inclusion and SEND
5. Recognising Positive Behaviour
6. Managing Behaviour
7. Consequences and Sanctions
8. Safeguarding and Behaviour
9. Bullying
10. Searching, Screening and Confiscation
11. Positive Handling Interventions
12. Exclusions
13. Monitoring and Review
14. Behaviour Outside of the School Site
15. Inclusion, SEND and Behaviour
16. Appendix (THINK reflection sheet, Expectations by age)

*****This policy should be read in conjunction with the restrictive interventions policy.**

1. Rationale and Legal Framework

At Charlestown Community Primary School, we are committed to creating an environment where strong relationships are at the heart of everything we do. We are a restorative school whereby everyone is made to feel a part of our community. Our behaviour and social interaction policy guides staff to support children to understand and reflect upon the impact of their words and actions through demonstrating respectful interactions with all members of the Charlestown Community.

Legal Framework

This policy complies with:

- The Education and Inspections Act 2006
- The Equality Act 2010 (including the Public Sector Equality Duty)
- The Human Rights Act 1998
- Keeping Children Safe in Education (KCSIE) 2024
- DfE Behaviour in Schools Guidance (February 2024)
- DfE Suspension and Permanent Exclusion Guidance (July 2022)
- Searching, Screening and Confiscation: Advice for Schools

Our Commitment to Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We will eliminate discrimination and ensure that our behaviour policy does not disproportionately impact any group of pupils, particularly those with protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

It is expected that all members of the Charlestown Community – staff, children, and parents – will adhere to the guidance set out in this policy to ensure that children are consistently immersed in a respectful and responsible environment.

2. Aims of the Policy

- To create a strong culture of behaviour for learning, for community and for life
- To create a culture of mutual respect and positive relationships and interactions within the community
- To help learners take responsibility for their actions and interactions and the consequences of those actions if they are not for the greater good of the school community
- To support learners in understanding the importance of making safe behaviour choices
- To ensure that excellent behaviour and social interactions are a minimum expectation of all
- To create a sense of belonging with a clear framework for socially acceptable behaviours:
 - we will always challenge misbehaviour
 - we will have a high standard for behaviour and support all pupils to achieve it
 - the personal circumstances of the pupil will be considered when choosing sanctions

3. Roles and Responsibilities

Expectations of All Adults

At Charlestown, we expect all adults to:

- Meet and greet at the door
- Refer to "respectful, responsible, resilient and resourceful" as our four school values
- Use the 'THINK' approach in promoting positive social interactions and behaviour choices
- Use the Zones of Regulation as a regulation tool
- Model positive social interactions and behaviours
- Give first response to positive behaviours and interactions
- Use Trackit Lights regularly and consistently as outlined in this policy
- Maintain a calm approach and always allow "reaction time" when going through the Trackit Lights system
- Explain that you are using an additional strategy because the previous one didn't help
- Not ignore or walk past learners who are engaging with negative behaviours if there are no other staff members dealing with the situation
- Where staff see that a colleague is finding a situation challenging, ask if the staff member needs a change of face before becoming involved in the situation as this could potentially lead to a heightened incident
- Consider whether behaviour may indicate safeguarding concerns before issuing sanctions
- Consider any known SEND or mental health needs when responding to behaviour

Deputy Heads

Deputy Heads are not expected to resolve behaviour and negative social interaction situations in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

Deputy Heads will:

- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning children to learning by sitting in on restorative conversations
- Regularly support staff and learners whose efforts go above and beyond expectations
- Use behaviour data (recorded on Trackit Lights/Arbor) to target and assess best practice in year groups to proactively promote positive social interactions within their phase of school
- Analyse behaviour data monthly for trends and disparities affecting pupils with protected characteristics

Assistant Heads

Assistant Heads are not expected to resolve behaviour situations in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

Assistant Heads will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the school – especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice with other staff members through modelling
- Support Deputy Heads in managing learners with more complex negative behaviours
- Use behaviour data (recorded on Trackit Lights/Arbor) to target and assess best practice in year groups
- Regularly review provision for learners who fall beyond the range of written policies
- Ensure consistent application of the behaviour policy across all staff
- Lead on analysis of behaviour data to identify and address any disparities

Lunchtime Staff

Lunchtime Organisers (LOs) are expected to resolve any behaviour incidents as they happen. Through their training, they are expected to engage with pupils to prevent incidents arising.

Trackits can be awarded by Lunchtime staff and added to the system after the lunchtime break. A senior Lunchtime Organiser should be informed if an incident escalates or cannot be resolved by the lunchtime staff.

Children

We have a clear set of routines around the school, so the children know what is expected of them at a given time. When moving around the school we expect our children to follow the age-appropriate behaviour expectations. This is explained on our year group behaviour expectations document on the school website. The school expects every member of the school community to behave in a considerate way towards others. We always remind children to be 'respectful, responsible, resourceful and resilient' in any situation.

We use the term 'fantastic walking' as our expectation that all children walk around school safely.

The school will establish clear routines for behaviour within the school day, during before and after school clubs, lunchtimes and during external educational visits. These routines will be consistent, and everybody will be expected to follow them. The whole school and class expectation for behaviour will be shared and discussed with the children regularly.

Children will be taught the skills they need to manage their own behaviour, time and resources thus enabling them to become effective self-managers. We use the Zones of Regulation as a whole school approach. The use of zones highlights that all emotions are valid and adopts a regulation approach of how the children can control their reactions to different emotions.

Children are expected to keep learning spaces tidy and organised and free from litter. They should be taught to manage risk and be responsible by returning any resources.

Parents and Carers

We ask parents/carers to:

- Look out for unusual/changed behaviours in their child
- Take an active and inquisitive role in their child's education
- Inform the school if they have any concerns and not approach another child or their family
- Reassure the child to speak honestly with a member of staff and encourage them not to take matters into their own hands
- Work in partnership with school to support their child's behaviour
- Attend behaviour meetings when requested
- Support the school's approach to behaviour management
- Support their child's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school and we inform parents, in accordance with procedures outlined in this policy, if we have concerns about their child's welfare or behaviour.

4. Equality, Inclusion and SEND

Our Commitment to Inclusivity

Under the Public Sector Equality Duty and the Equality Act 2010, we must eliminate discrimination and consider any equality implications of policies in our school. We are committed to ensuring our behaviour policy is applied fairly and does not disproportionately impact any group of pupils.

Data-Driven Approach to Equality

We commit to:

- Record all behaviour incidents in the log
- Record the known protected characteristics of pupils when adding behavioural incidents
- Analyse the behaviour log for trends in behavioural outcomes

Analysis responsibilities:

The Deputy Headteachers and Assistant Headteachers will analyse behaviour data monthly. Analysis will examine whether any groups of pupils with protected characteristics are receiving disproportionate sanctions. Results will be reported to the Senior Leadership Team and Governing Body termly

Ongoing Monitoring

We will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

A skilled member of staff will analyse the data from multiple perspectives, and take special care to see if pupils with protected characteristics are being over-disciplined.

If disparities are identified:

If one teacher is disproportionately referring a certain group of pupils for behaviour sanctions, we will investigate what's happening in that class and whether the teacher needs support or further training in behaviour

management

If it's a wider issue, we will review the measures outlined in this policy and consider what else we could implement to reduce the disparity

Considering Unmet SEND

We will:

- Flag patterns of challenging behaviour to the SENCO for investigation into unmet or unidentified SEND or mental health issues
- Differentiate our approach to dealing with challenging behaviour for pupils with SEND or mental health issues How to embed inclusivity in your behaviour policy (The Key Leaders)
- We will consider whether a pupil's SEND has contributed to misbehaviour and if so, whether it is appropriate to sanction the pupil, including whether any reasonable adjustments need to be made to the sanction. Punishing a pupil because of behaviour caused by their SEND or a mental health issue that amounts to a disability is considered discrimination under the Equality Act 2010.

However: We will not assume that because a pupil has SEND or a disability, it must have affected their behaviour on a particular occasion – we will use professional judgement for each individual situation.

Pupils with Identified SEND

If our behaviour analysis reveals that pupils with SEND receive a disproportionate number of behaviour sanctions, or a particular individual with SEND receives disproportionate sanctions, we will:

- Consider whether each of these pupils' needs are being adequately met
- Consider whether they can effectively access the curriculum
- Adapt routines for pupils with SEND based on their needs
- Anticipate triggers of misbehaviour and put in place preventative measures
- Discuss with the SENCO about exploring more options for support
- Pupils Without Identified SEND
- We will consider first whether the pupil's behaviour may be due to unidentified SEND or a mental health issue.

We recognise that identifying SEND could also help improve equality and outcomes for those with other protected characteristics.

Staff will speak to the SENCO if they think unidentified SEND might be a cause of challenging behaviour for any pupil.

Raising Awareness About SEND with Parents/Carers

It's important that parents and carers of children with SEND or mental health issues are involved in dialogue with the school about how their child is being supported and continue that support at home.

We recognise that stigma or lack of awareness around SEND among some communities may lead to pupils' SEND being under-acknowledged or under-supported by parents.

We will:

- Hold information sessions to challenge preconceptions around SEND
- Showcase the support that we offer
- Share information about SEN support to help spread awareness
- We will work directly with parents/carers, or professionals who understand a pupil's home context, to gain a more complete understanding of where a pupil's behavioural issues stem from.

We will call parents/carers to discuss a behavioural issue as early as possible and ask them to work with us as part of a team.

We will hold collaborative meetings with parents/carers to work through the following stages:

- Identify the cause of the problem behaviour – it could be related to home or school life
- Analyse the problem – look at behaviour logs to identify triggers and use the insight from parents/carers to paint a fuller picture
- Develop a plan – the plan could include interventions to be run at home and at school
- Implement and evaluate the plan – involve parents/carers in deciding whether the intervention was a success

If a pupil receives support from third-party professionals, we will contact them to inform them that the pupil is having behavioural issues. They might be able to offer insight into the pupil's context, review the pupil's plan or support us with running any interventions.

If the pupil:

- Is a looked after child (LAC), our designated teacher for LAC will contact the virtual school head (VSH)
- Has a social worker, our DSL will contact them

5. Recognising Positive Behaviour and Good Social Interactions

Most children at Charlestown will display positive behaviours and social interactions consistently. Therefore, we recognise the need to celebrate these occasions. At Charlestown we recognise that the use of praise can have a positive impact on a child's self-esteem. A quiet word of personal praise can be as effective as a more public celebration. We believe that this is the key to building strong relationships, especially with some of our harder to reach learners.

Praise is given in several ways throughout our school such as:

- Green lights awarded on Trackit Lights
- Positive messages shared with parents at home time
- A phone call home
- Recognition in our termly "Secret Celebration Assembly"
- Celebration Assembly
- Each week on a Friday, one child from each class will be chosen as the class "star of the week". Each child will receive a certificate from their class teacher and will be celebrated in the SLT assembly.

Secret Celebration Assembly

Our Secret Celebration Assembly is an exciting event which happens at the end of each term. Teachers will select a child from their class who they feel has gone above and beyond our school rules and values. The parents and carers of the chosen children will be secretly invited to attend a special event. The children will receive a certificate during the assembly and have the chance to walk the red carpet and be treated like a VIP.

6. Managing Behaviour

A high level of engagement is always our aim at Charlestown Primary School. For most of our learners, a gentle reminder is all that is needed to ensure that they stay on task.

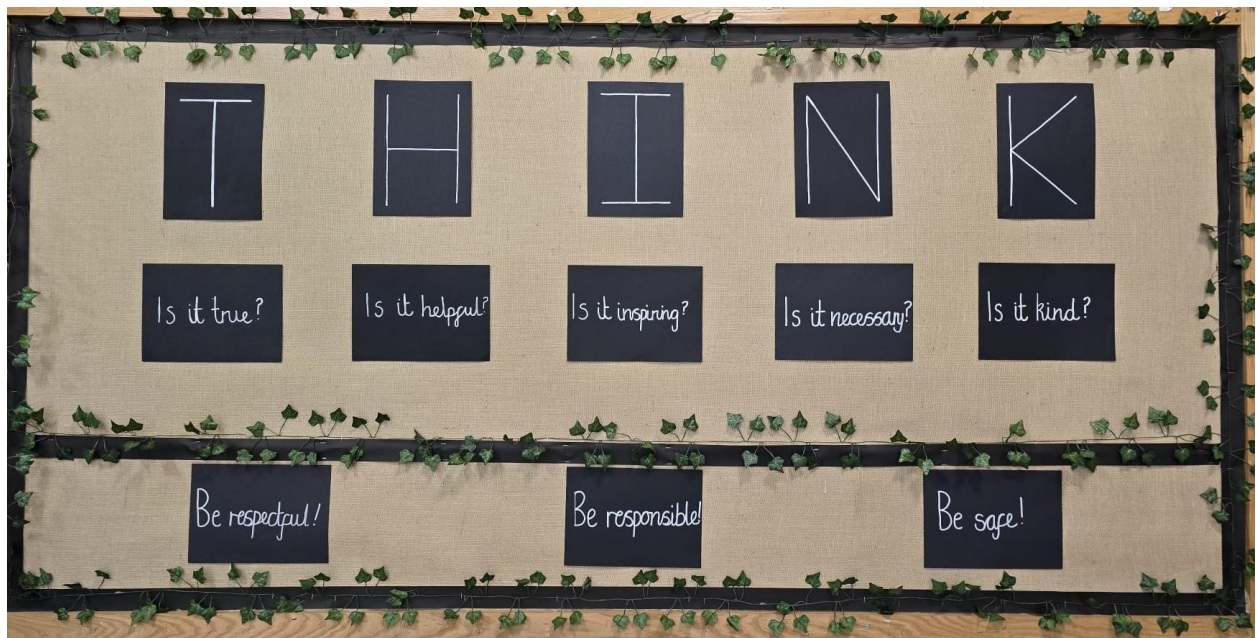
De-escalation and Support

Occasionally, a child may benefit from leaving the classroom for a short period of time with an adult or to a designated and prearranged safe space – this would only happen when every effort has been made to support a learner to regulate themselves and the appropriate steps using the THINK approach and Trackit-Lights system have been followed (see below).

Staff will:

- Praise the positive behaviour we want to see before calling out a negative behaviour
- Give all children "reaction time" between each step to allow them to regulate
- Not leap/bypass/accelerate steps for repeated low-level disruption
- Always remain calm and in control
- Learning mentors are placed strategically around the school and are available for those children who might need support to regulate their behaviour and then be supported to recommence with their learning.

THINK reflection tool



When having conversations regarding social interactions or negative behaviours we frame them around the **THINK** reflection tool:

T – we are Truthful

H – we are Helpful

I – we are Inspirational for others

N – we only use Necessary actions and words

K – we are always Kind to others

We use the **THINK** acronym to support our positive conversations and interactions around school to create a model of understanding for children that enables them to make good decisions in the future.

We ask children to **THINK** and then ask them the relevant question related to their scenario to allow reflection. For example, 'Were your actions kind?'. By doing this the child is directly framed in their own choices with the ability to assess these choices and make better decisions in the future. We use the framing question to start the conversation and then lead this restorative approach from the child's responses. This allows children to see the way forward and how to correct their choices in the future.

From this we would then frame restorative conversations with the other students or staff impacted by the child's choices to allow all parties to move forward to a resolution.

Zones of Regulation

If we are assessing the emotional state of a child we use the **Zones of Regulation** to allow them to indicate what zone they are in to determine how we proceed and at what pace. Children who are in 'red zone' for example would need more time to regulate and calm before THINK conversations can occur.

Restorative Practice

Charlestown Community Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The **THINK** reflection tool is used to frame conversations around the unwanted behaviours. This allows children to reflect on what happened and how they can learn from any mistakes and make better choices in the future. This is completed with the adult referring the incident or depending on the stage of escalation with a member of the senior leadership team. These are then logged on CPOMS with the incident details.

Boxall Assessment

Where it is felt that behaviour is due to an SEMH (social, emotional, mental health) need, the SENCO will speak to parents regarding completing a Boxall Profile. Strategies will then be put into place.

Trackit-Light Points System

All staff have access to the Trackit Light system. All children start each day on a positive (GREEN).

The system works as follows:

1. **Warning (verbal)** - If a child displays challenging or inappropriate behaviour, such as being defiant, rude or disrespectful, a warning will be given and a **THINK** discussion will be had about making the right choices to improve behaviour and the possible steps that will be in place (e.g. move the child to another table within the class or allow the child time to reflect within the class).
2. **AMBER** - At this point, the child will be placed on AMBER, and it will be recorded on the Track It Lights software. If the child makes the right choices and resumes the appropriate behaviours, they will return to GREEN.
3. **YELLOW** - If the inappropriate behaviour continues, a YELLOW trackit will be given.
4. **THINK reflection** - The child will be placed on a THINK reflection if the behaviour continues further and it will be recorded on Arbor behaviour log. Upon the recording of a THINK, members of the Senior Leadership Team are automatically informed via Arbor

When a THINK reflection is recorded:

- Parents will be notified by the Class Teacher on the day they receive the THINK reflection
- The teacher will record the incident on our Arbor
- We will follow the Consequence Escalation Process (CEP, see below) regarding communications and behaviour meetings which parents and carers must attend with the respective staff members.

Outside Class and Playground Positive Behaviour Management

The principles of the Restorative Practice and Trackit Lights system will continue outside class and in playground contexts.

Lunchtimes and Playtime:

- All adults are responsible for engaging with children through play and conversation
- All adults must be vigilant to address 'tensions' before they result in incidents
- All adults must deal with incidents appropriately
- Children must approach staff outside and not come into school without permission
- Serious incidents will be referred to learning mentors / SLT and recorded on our tracking systems
- At lunchtime, Trackit Lights will be given to children showing positive behaviour
- Children must be engaged in restorative conversations and given an opportunity to share what has happened and incidents recorded properly
- All significant incidents must be reported to the class teacher as they are collected from the playground and recorded on Arbor.

7. Consequences and Sanctions

We need to help children make informed and positive choices, but if poor choices are made, whether deliberate or intentional, consequences need to be implemented. It is the duty of staff within our school to support children and strive to understand the underlying reasons for behaviour whilst recognising that children should be supported in taking responsibility for their actions.

We also use the Zones of Regulation as a first strategy to understand why they are displaying these behaviours. In this, we use planned de-escalation strategies linked to each of the zones.

We never:

- Shout at a child or show sarcasm towards them
- Make children stand outside the classroom door or in a corner as a consequence

However, at times it may be necessary for children to work individually around school to support them in managing their behaviour and completing their learning. To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies. We believe that every member of our school community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.

Avoiding Highly Punitive Sanctions

Removing pupils from class isn't an effective strategy because it:

- Doesn't resolve the problem that is triggering the pupil's misbehaviour
 - Creates a vicious cycle of the pupil falling behind, becoming disengaged and misbehaving
- How to embed inclusivity in your behaviour policy (The Key Leaders)

We treat punishments that involve removal from the classroom as sanctions of last resort, rather than a routine part of behaviour management.

When reviewing our behaviour data, we pay particular attention to whether punitive sanctions are being applied disproportionately to specific groups, including pupils who:

- Are of Caribbean or of Gypsy, Roma or Traveller heritage
- Are on free school meals (FSM)
- Have SEND

We plan alternative approaches to dealing with disruptive behaviour such as:

- Working with parents/carers (see section 4)
- Running interventions to promote self-esteem and self-regulation (e.g. nurture groups)
- Providing 1-on-1 pastoral support to address underlying causes of behaviour

Consequence Escalation Process (CEP)

These are the steps that we will follow as a school when your child receives a THINK reflection. It is important to us as a school that we work with you to support your child to improve their social interactions. These escalations are reset each half term.

Action	Outcome
1 THINK reflection = class teacher/TA contact the parent	15 min Reflection with class teacher
2 THINK reflections = class teacher meets with parent	15 min Reflection with class teacher
3 THINK reflections = class teacher and Assistant Headteacher meet with parent	15 min Reflection with Assistant Headteacher
4 THINK reflections = Deputy Headteacher and Assistant Headteacher meet with the parent	30 min Reflection in SLT office
5 THINK reflections = Deputy Headteacher and Assistant Headteacher meet with the parent	Full lunchtime reflection in SLT office
6 THINK reflections = Deputy Headteacher and Assistant Headteacher meet with the parent (behaviour plan may be created)	Morning isolation within Assistant Head classroom
7 THINK reflections = Headteacher and Assistant Headteacher meet with the parent (behaviour plan may be created)	Isolation in SLT office (all day)

Consequences may involve:

- Reflection time (age appropriate) with a member of SLT
- Missed play time or lunch time (although time is always allowed for a brain break, some exercise and a toilet break)
- A behaviour meeting with parents/carers for persistent red trackits
- Internal isolation (completing work out of class) - **used only as part of the latter stages of the escalation policy when other approaches have been explored.**
- Suspension - this decision will be made by the Head and will depend on the severity of the child's behaviour

Alongside this we will also seek further external support from Outreach.

Zero Tolerance Behaviours

There are certain types of behaviours which Charlestown Primary School have a zero-tolerance approach to and would result in an instant THINK reflection.

Although this list is not exhaustive some are:

- Any form of discrimination or harassment including sexual and those against any of the protected characteristics
- Racism
- Inequality
- Homophobia
- Extremist behaviour
- Bullying, including cyber-bullying and prejudicial bullying
- Criminal damage
- Physical violence towards pupils or staff
- Verbal abuse to others

Parents will always be notified if any of these incidents occur.

Charlestown Primary School strictly adheres to the Equality Act 2010 and Human Rights Act 1998; we will not tolerate any discrimination against someone because of any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/or sexual orientation).

Any zero-tolerance behaviours/incidents will be referred to the Senior Leadership Team and reported to Governors termly.

8. Safeguarding and Behaviour

Behaviour as a Safeguarding Indicator

We commit to:

- Consider any safeguarding concerns as being a cause of unacceptable behaviour
- Consider any potential barriers to the disclosure, recognition and addressing of safeguarding issues
- Address any safeguarding concerns as a priority
- Offer safeguarding support to all pupils who need it

Certain groups can face greater barriers to their safeguarding needs being:

- **Disclosed:** some more vulnerable children and those with certain protected characteristics (such as disability or sexual orientation) can face greater barriers to speaking out about abuse or neglect they are experiencing
- **Recognised:** children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers to their abuse and neglect being recognised
- **Addressed:** staff assumptions about pupils from certain minority ethnic backgrounds can be a barrier to providing or seeking effective safeguarding support

Offering Support First

The pupil's safety always comes first, even when they're behaving in a very challenging way. We will discuss any severe, persistent or concerning behavioural issues with our DSL and:

- Avoid issuing a heavily punitive or automatic sanction
- Take the time to fully understand the context for the behaviour, considering the possibility of safeguarding issues
- Consider whether there are any potential barriers to disclosure, recognition and addressing of safeguarding issues. If there are, take these into account when deciding what next step to take
- Consider whether we should refer the pupil to any source of external support
- Balance the needs of the individual pupil(s) concerned with the wellbeing and safety of the wider school community

Equality and Diversity

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances.

As highlighted within KCSIE September 2025, being subjected to harassment, violence and/or abuse, may breach children's rights as stated within the Human

Rights Act. Children who are lesbian, gay or trans (LGBT), identify as LGBT or those who are perceived to be LGBT may be particularly vulnerable to bullying and we need to be extra vigilant for signs of this.

At Charlestown, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swiftly and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

Sexual Harassment and Violence

We are aware and must be ultra-vigilant for signs of sexual violence and harassment, as we know that it is highly prevalent, and children often do not talk about this and even accept it as the 'norm'. We must ensure this is not the case at Charlestown Primary School.

Inappropriate Interaction Between Children

In situations where a child has touched another child inappropriately (be that in a game or otherwise), this must always be reported on CPOMS, and the DSL informed at the earliest opportunity. The decision will then be made as to whether the incident is referred into the Advice and Guidance team. To ensure this decision is correct, several members of the safeguarding team will investigate the situation and then decide on the best course of action. All parents will be informed of the situation.

Children will also be taught through PSHE sessions about inappropriate touching using the NSPCC pants rule for younger children and through discussion for older children

9. Bullying

Bullying including cyberbullying, prejudice-based and discriminatory bullying. Bullying is the use of aggression with the intention of hurting another person. It can be physical, racial, sexual, homophobic, verbal, cyber and via mobile and assisted technology.

Children do fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to deal with these situations and develop social skills to repair relationships.

It is bullying if it is targeted, done repeatedly and on purpose.

Measures to Prevent Bullying

- Timetabled Class PSHE lessons (SCARF program) and bespoke sessions if required
- Internet safety sessions as part of Computing lessons
- Assemblies (these are in phases to make them age-appropriate) for all aspects
- Child-friendly Anti-Bullying Policy

Dealing with Bullying Incidents

Dealing with incidents of bullying is the responsibility of every member of staff.

Process:

1. Report bullying to a member of staff
2. Incident recorded on CPOMS as an allegation of bullying
3. The bullying behaviour or threats will be investigated, and the bullying stopped quickly if confirmed as bullying.
4. Parents will be informed of stages to the investigation and outcomes
5. Staff will work with the pupil(s) to change their behaviours and attitudes where bullying is confirmed,
6. If the bullying allegation is not substantiated but unkind behaviours are recognised, we will educate pupils to change these behaviours which are seen as gateways to bullying

10. Searching, Screening and Confiscation

Charlestown Primary School complies with the searching, screening and confiscation DfE advice for schools. This reflects the response to the treatment of Child Q in December 2020.

School Staff Rights

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession (weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images) a pupil can be searched in the presence of another member of staff without removing any item of clothing, without the pupil's consent but the parent/carer must be informed.

Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

Police Involvement

If the police attend an incident at school that requires searching, the role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing. An assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item.

Our staff will be aware and knowledgeable that all other appropriate and less invasive approaches have been exhausted before involving the police.

If a search does take place:

- Schools should do everything "reasonably possible" to inform parents ahead of the search
- Parents must be informed after a search takes place
- At least two other people must be present with the child throughout the search, one of which must be an appropriate adult
- We will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not
- This will involve relevant staff, such as the Designated Safeguarding Lead

Children's Personal Property

Staff have the right to remove children's property should the item be considered to be a distraction from children's learning, inappropriate to task or a health and safety risk – it is to be kept in a safe place and returned to the parents at the end of the day.

School staff will always refer to the Head Teacher for guidance and support and all items will be safely stored in the school safe for the period of time agreed. Parents will always be involved if this action occurs.

In the unlikely event of staff suspecting that children are carrying knives or items that could harm others, staff have the right to search children. This will be with 2 members of staff present. This is to ensure the safety and wellbeing of the entire School community. Parents will be notified of this action.

Mobile Phones

Our approach to mobile phones is set out in our Mobile Phone Policy. This policy is communicated clearly to parents/carers and pupils, and staff and pupils understand the expectations around mobile phones. The policy is applied consistently across the school.

11. Restrictive and Positive Handling Interventions

This section should be read in conjunction with our Use of Restrictive Interventions Policy (including Reasonable Force and Seclusion), which provides full details on the safe and lawful use of restrictive interventions in our school.

Legal Framework and Definitions

Charlestown Primary School will adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use 'reasonable force' to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

Our Commitment: No Contact Policy

Charlestown Community Primary School does not have a 'no contact' policy.

National guidance is clear that schools should not operate a 'no contact' policy. Such an approach risks placing staff in breach of their duty of care and may prevent them from taking necessary action to prevent a child or young person causing harm to themselves or others.

We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions when necessary for safety.

What is Reasonable Force?

KCSIE 2024, paragraph 166 states: 'There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.'

The use of force may involve either:

- **Passive physical contact**, such as standing between pupils or blocking a pupil's path, or
- **Active physical contact**, such as leading a pupil by the arm out of the classroom

Reasonable means 'Using no more force than is needed'.

As defined in our Use of Restrictive Interventions Policy, **restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This includes reasonable force, restraint, and supervised seclusion.

Our Approach: Prevention and De-escalation First

Early and proactive intervention with a focus on de-escalation is always the key approach and restrictive interventions (including reasonable force) will only be used as a last resort according to the criteria stated above.

In line with KCSIE 2024 and the DfE's Restrictive Interventions guidance (2026), Charlestown Primary School recognises the importance of planning and implementing positive and proactive behaviour support. This includes drawing up individual behaviour support plans for more vulnerable children and agreeing them with parents and carers. Effective adaptations and personalised approaches to meet varied needs can help to reduce the occurrence of challenging behaviour and the need to use restrictive interventions.

Prevention Strategies

Our whole-school approach to preventing the need for restrictive interventions includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning
- Using the **Zones of Regulation** to help pupils understand and manage their emotions
- Using the **THINK** framework to support positive decision-making
- Implementing **Restorative Practice** to build and repair relationships

De-escalation When a Situation Arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Our de-escalation approach follows the model outlined in our Use of Restrictive Interventions Policy:

De-escalation assessment:

- **Step back and observe** – do not rush into an intervention. Consider whether any response is necessary, proportionate and reasonable in the circumstances
- **Assess risk and context** – consider the child, others present, objects, the environment and situational factors. Use knowledge of the child to support

distraction, de-escalation, and language of choice to discourage risky behaviour

- **Find support** – consider whether risk can be reduced by involving other adults with strong relationships or de-escalation expertise

Evaluation options:

- **Proactive/Primary** – proactive, de-escalate actions to remove the triggers (e.g., reasonable adjustments or distraction techniques, remove or reduce the learning barrier, change the environment)
- **Active/Secondary** – interpersonal skills, non-verbal body language (e.g., open palms, directing, defusing, calming, switching staff, personal touch, lowering tone of voice)
- **Reactive/Tertiary** – remove yourself from the situation (the child may need time or a change of face), avoid assaults – disengagement

Specific techniques that could be used include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate (such as the calm room, ARC corridor, or community room)
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour
- Using the **Zones of Regulation** to help the pupil identify and communicate their emotional state
- Engaging in **THINK** conversations to support reflection and better choices

Building Relationships and Understanding

Within Charlestown Primary School, we believe in the approach and ethos outlined within the Ofsted document, 'Positive environments where children can flourish.' We promote our staff working positively and confidently with children and that we must find the least intrusive way possible to support, empower and keep children safe.

Building relationships of trust and understanding, understanding triggers and finding solutions, and where incidents do occur, defusing and de-escalating the situation and/or distracting the child wherever possible are key.

Considerations for Pupils with SEND

Paragraph 168 of KCSIE 2024 states: When using reasonable force in response to risks presented by incidents involving children with SEND including disabilities, mental health or with medical conditions schools should consider the risks carefully and recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Charlestown Community Primary School is committed to:

- Understanding what might trigger challenging behaviour in pupils with SEND
- Providing the right support and an inclusive environment
- Carrying out risk assessments for pupils with SEND where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions
- Making reasonable adjustments for pupils with disabilities under the Equality Act 2010

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

Prevention strategies for pupils with SEND might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions (Zones of Regulation)
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual **behaviour support plans** for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers. The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate

Deciding When Restrictive Interventions Are Appropriate

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined above and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

Is it necessary?

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

Is it proportionate?

- Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

Training and Risk Assessments

Appropriate training by qualified Team-Teach trainers will be provided for staff where we can anticipate restrictive interventions may be required.

Charlestown Community Primary School will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff.

Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Acceptable and Unacceptable Uses of Force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

The following uses of force are never acceptable:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Appropriate Physical Contact

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate, staff should use their professional judgement and have regard to this policy, our safeguarding policy, and factors including the pupil's age, any known vulnerabilities, and whether alternative strategies can be used.

Recording and Reporting

If restrictive interventions are used, they must always be:

- **Recorded on CPOMS** and marked for the attention of the DSL team (Sharon Peters), Headteacher (Brandon Fletcher) and SENCO (Karen Ingram)
- **Recorded in writing as soon as possible** after the event, and should endeavour to do this on the same day
- **Parents informed** by telephone call as soon as possible after an incident (on the same day)

Full details of our recording and reporting procedures are set out in our Use of Restrictive Interventions Policy, including:

- What information must be recorded for significant incidents involving force, seclusion incidents, and restraint incidents
- How and when to report incidents to parents/carers
- When to report incidents to the local authority
- How records are kept securely

Support Following an Incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Charlestown Community Primary School will make sure:

- Each pupil and staff member involved get the right support, including a medical assessment and treatment if needed
- An opportunity to reflect on and talk through the incident is provided
- Follow-up conversation(s) are part of the overall debriefing process to understand what happened and why

- Conversations aim to repair and rebuild relationships through dialogue using our **Restorative Practice** approach
- Wherever possible, this process is facilitated by a staff member who was not involved in the incident
- We continue to monitor pupil and staff wellbeing and provide additional support if needed

Pupil Welfare and Dignity

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff.

Staff should always:

- Consider the potential impact on the pupil's welfare balanced against any actions taken
- Bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions, may find the use of restrictive interventions particularly distressing
- Aim to maintain respect for a pupil's dignity, including consideration of the location and environment
- Clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do
- Seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be applied, reduced or stopped

Staff Wellbeing

We recognise that incidents requiring restrictive interventions can be distressing for staff as well as pupils. Following any incident:

- Staff will be offered the opportunity to debrief with a senior leader
- Support will be provided to staff as needed
- Incidents will be reviewed to identify whether additional support or training is required

Links to Other Policies

This section of our behaviour policy works in conjunction with:

- **Use of Restrictive Interventions Policy (including Reasonable Force and Seclusion)** – which provides comprehensive guidance on the safe and lawful use of restrictive interventions
- **Child Protection and Safeguarding Policy** – which sets out our safeguarding procedures
- **SEND Policy** – which outlines our approach to supporting pupils with special educational needs
- **Health and Safety Policy** – which covers our duty of care to pupils and staff

For full details on the use of restrictive interventions, including comprehensive guidance on prevention, de-escalation, decision-making, recording and reporting procedures, please refer to our Use of Restrictive Interventions Policy.

12. Exclusions

Our Approach to Exclusions

At Charlestown Primary School, we do not wish to suspend or exclude any child from school, but sometimes as a very last resort and for very specific reasons, this may be necessary. A child may be suspended only by the Head Teacher.

Every effort will be made to avoid the need for any exclusion, but schools have the right to suspend/exclude pupils whose behaviour infringes on the safety of themselves or others and infringes upon the rights of the school community.

At Charlestown Primary School, we believe in the importance of inclusion and the meeting of varied needs and therefore will regularly review and adapt provisions to help reduce the need for exclusion. Close collaborative work and partnership with parents/carers and external agencies are also seen as key.

Internal Exclusions

Internal exclusions may be used as part of a continuum to enable the child to regulate and reflect on their behaviour as part of the restorative practice bespoke to their needs. As with suspensions, these will be used as a last resort and adaptations will be made to help prevent the need for more moving forward.

Internal exclusions will:

- Be logged on CPOMS
- Be shared with parents/carers at all times
- Only be used when all other strategies have been exhausted
- Include appropriate work and support for the pupil
- Be followed by a reintegration meeting

Fixed-Term Suspensions

Should the last resort of a fixed-term suspension be required, provision will be carefully considered and reviewed to help prevent recurrence. These will be discussed and documented in the reintegration meeting.

During the period of suspension:

- The child will be provided with appropriate work as detailed within guidance
- Parents/carers will be informed in writing of the suspension and their right to appeal
- A reintegration meeting will be arranged before the child returns to school
- The suspension will be logged and reported to governors

Parents/carers have the right to:

- Be informed of any form of suspension or exclusion in writing
- Have their rights to appeal clearly explained within the letter
- Make representations to the governing body

Permanent Exclusions

Permanent exclusion will only be used as an absolute last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Any decision to exclude a pupil will be:

- **Lawful** (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010)
- **Rational**
- **Fair**
- **Proportionate**

In highly exceptional circumstances, if a child is permanently excluded:

- We will work with parents/carers and the local authority to arrange a place at an alternative educational setting as soon as possible to minimise any further breaks in education provision
- We will notify the local authority/social worker immediately
- We will work closely with social workers, local authorities and other professionals to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people during any gap in provision

Appeals Process

The Head Teacher will:

- Inform the parents immediately, giving reasons for the exclusion
- Make it clear to parents that they can appeal against the decision to the governing body
- Inform parents how to make any such appeal

The governing body:

- Cannot either exclude a pupil or extend the exclusion period made by the Head Teacher
- Has a discipline committee made up of between three and five members
- Will consider any exclusion appeals through this committee

When an appeals panel meets:

- They will consider the circumstances in which the pupil was excluded
- They will consider any representation by parents and the LA
- They will consider whether the pupil should be reinstated
- If the panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling

Compliance with Statutory Guidance

At Charlestown Primary School, we comply with the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' (July 2022).

We fully believe and adhere to the DfE "ambition to create high standards of behaviour in schools".

Reporting to Governors

Any form of suspensions, exclusions or internal exclusions will be reported to Governors on a half-termly basis, including:

- Number and type of exclusions
- Analysis by pupil groups and protected characteristics
- Reasons for exclusions
- Actions taken to prevent future exclusion

13. Monitoring and Review

Data Collection and Analysis

We are committed to monitoring the effectiveness of this policy through regular data collection and analysis.

We will collect data from the following sources:

- Behaviour incident data, including removal from the classroom (via Trackit Lights and CPOMS)
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Internal exclusions and isolation
- Bullying, discriminatory and prejudiced behaviour incidents
- Sexual harassment and violence incidents
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

Frequency of Analysis

Monthly analysis by Assistant Headteachers:

- Review behaviour data for their phase
- Identify any patterns or trends
- Flag any concerns to Senior Leadership Team

Termly analysis by Senior Leadership Team:

- Comprehensive review of all behaviour data
- Analysis by protected characteristics to identify any disparities
- Review effectiveness of interventions and support
- Identify training needs for staff

Half-termly reporting to Governors:

- Statistical overview of behaviour incidents
- Analysis of suspensions, exclusions and internal exclusions
- Breakdown by pupil groups and protected characteristics
- Actions taken to address any identified issues
- Impact of interventions

What We Will Look For

When analysing our data, we will specifically examine:

- Whether behaviour incidents are increasing or decreasing
- Whether certain groups of pupils are disproportionately affected by sanctions
- Whether certain staff members are referring more pupils for sanctions
- Whether pupils with SEND are receiving appropriate support
- Whether safeguarding concerns are being identified and addressed
- The effectiveness of our restorative approaches
- Whether highly punitive sanctions are being used as a last resort
- Patterns in bullying, discrimination or harassment incidents

Taking Action

Where our analysis identifies issues or disparities, we will:

- Investigate the underlying causes
- Consider whether additional staff training is needed
- Review whether pupils' needs are being adequately met
- Adjust our approaches and interventions
- Monitor the impact of any changes made
- Report findings and actions to governors

If we identify that:

- One teacher is disproportionately referring a certain group of pupils for behaviour sanctions, we will investigate what's happening in that class and whether the teacher needs support or further training in behaviour management
- There's a wider issue across the school, we will review our whole-school approach and consider what additional measures could be implemented

Policy Review

This policy will be reviewed annually by:

- The Senior Leadership Team
- The Governing Body
- Staff consultation
- Parent/carer feedback (where appropriate)

The review will include:

- Analysis of behaviour data from the previous year
- Feedback from staff, pupils and parents
- Assessment of the policy's impact on pupils with protected characteristics (equality analysis)
- Consideration of any changes to statutory guidance
- Evaluation of whether the policy has enabled us to achieve our desired outcomes

Equality Analysis

As part of our policy review, we will conduct an equality analysis to assess:

- Whether the policy has any positive or negative impacts on people with protected characteristics
- Any equality implications that have emerged during implementation
- Whether reasonable adjustments need to be made

This analysis is particularly important for our behaviour policy as it directly affects how we treat pupils and can have significant impacts on different groups.

Consultation on Changes

If significant changes are needed following our review, we will:

- Consult with staff through staff meetings and feedback forms
- Seek views from pupils through school council and pupil voice activities
- Engage with parents/carers through surveys or consultation meetings
- Work with unions where changes affect staff working conditions
- Ensure governors approve any major changes

Staff Training

Based on our monitoring and analysis, we will provide regular training for staff on:

- Restorative approaches and the THINK framework

- Understanding and meeting SEND needs
- Recognising and responding to safeguarding concerns
- Unconscious bias and equality
- De-escalation techniques and positive handling
- Using the Zones of Regulation effectively
- Consistent application of the behaviour policy

Continuous Improvement

We are committed to continuous improvement in our approach to behaviour management. This means:

- Staying up to date with DfE guidance and best practice
- Learning from our data and making evidence-based decisions
- Being responsive to the needs of our pupils and community
- Regularly evaluating the impact of our approaches
- Being willing to adapt and change when something isn't working

14. Behaviour Outside of the School Site

The Department for Education has issued all schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. At Charlestown Primary School children are subject to the behaviour policy outside of the school site and outside of school hours whilst in school uniform.

Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours.

By sharing our policy with you, our community, we believe we can work together to ensure the healthy growth and development of every child at Charlestown Primary School.

15. Inclusion, SEND and Behaviour

Some children with additional needs may require additional bespoke support and intervention to help meet their needs and support them in making positive choices. The programme of support will be highly bespoke, personalised and specifically targeted to address these needs with the collaboration of the parents/carers. The successes will be reviewed, and the programme of support adapted as frequently as the needs of the child requires.

Alternative Classrooms (In House)

Whilst at Charlestown we strive for our curriculum to be inclusive and accessible, we also recognise the need to offer an alternative classroom support to some learners for limited periods of time. Our additional classrooms are for learners who need further support both socially and academically away from the mainstream classroom for a variety of reasons. They aim to ensure the continued education of learners in a supportive, bespoke and nurturing environment for parts of the school day or bespoke interventions.

We strive to ensure all learners learn in the mainstream classroom wherever possible. There is a close working relationship between teaching staff and our SENDCo to ensure the correct targeted provision is in place.

Alternative Provisions (External)

Some pupils may need further external support and access to therapies to help support them in mainstream. At Charlestown we will approach our network of outreach for support services. In some carefully considered cases, we may use alternative provision placements as a re-engagement intervention. During this placement, regular meetings and support will be offered to the pupil to enable reintegration into Charlestown Primary to be successful.

THINK REFLECTION

Monday Tuesday Wednesday Thursday Friday

Name of Child:

Please state the reason why the child has been placed in the reflection.

(Signed by the member of staff making the referral)

Tick the expectation you did not keep

At Charlestown we THINK:

T – we are truthful

H – we are helpful

I – we are inspirational for others

N – we only use necessary actions and words

K – we are always kind to others

Respectful
Responsible
Resilient
Resourceful

Describe which part/s of **THINK** you didn't display:

Describe what you will do to **THINK** in the future:

Adult comment:

What are the consequences of not THINKing?

Signed by child

Staff member

Added to CPOMs

Date:

Parents informed

Date:

Date:

	Mornings	Classroom	Shared Areas	Dining Room	Playground	Mass Gatherings
N	Children to be supervised by parents / careers until the doors open. All equipment should be away so children do not play with it.	-Good sitting/ looking / listening -Magnet eyes -Sticky feet stand up -Tidy up jobs (end) -Noise level in learning areas (inside voices) -Timer used -silent signals1, 2, 3 (up, ready move) - verbal reminders.	Walking (fantastic walking - no talking) Silent voices (especially when waiting for dinner) Stay in line Stay together in the line	Sitting still, facing their food Trying to use cutlery 'inside voices' Please and Thank you (using manners) Keep food on the plate (not throwing food on floor) that we don't like Not sharing/swapping food	Walking to and from (fantastic walking - no talking) Team stop, instruction.	-Facing the way we need to -Sitting in silence -Walking to and from (fantastic walking - no talking)
R	Children to be supervised by parents / careers until the doors open. All equipment should be away so children do not play with it.	-Good sitting/ looking / listening -Magnet eyes -Sticky feet stand up -Tidying up as we move areas -Noise level in learning areas (inside voices) -Timer used -Lining up using trackit order -Toilet/drink at scheduled times -silent signals1, 2, 3 (up, ready move) - verbal reminders.	Walking (fantastic walking - no talking) Silent voices (especially when waiting for dinner) Stay in line Stay together in the line	Sitting still, facing their food Using cutlery No talking when food in mouth 'inside voices' Please and Thank you Not throwing food on floor that we don't like Not sharing/swapping food Take own trays at end, adults support	Walking to and from (fantastic walking - no talking) Team stop, instruction.	-Facing the way we need to Sitting in silence Walking to and from (fantastic walking - no talking) in silence Not shouting out answers to an adult question

1	Children to be supervised by parents / careers until the doors open. All equipment should be away so children do not play with it.	Team stop Countdown for tidying (transition) Lining up in track it order Timer used Specialised drink time Specialised toilet time Knock on the door and wait to be invited in Uniform /PE kits 1, 2, 3 (up, ready move) - verbal reminders	Walking (fantastic walking - no talking) Knock on the door and wait to be invited in Hold door, back against it, no fingers in gaps - swap with next class	Noise level- low Please and Thank you Take your own trays at the end, adults support. Ch eat with mouth closed, manners.	Walking to and from (fantastic walking - no talking) 1st whistle stop and listen 2nd whistle tidy up then line up Teachers go out to collect own class on time	Facing the way we need to Walking to and from (fantastic walking - no talking) in silence Not shouting out answers to an adult question
2	Children to be supervised by parents / careers until the doors open. All equipment should be away so children do not play with it.	Team Stop Countdown for tidying (transition) Lining up in trackit order Silent transitions (from lessons/ jobs etc) Timer used Specialised drink time Specialised toilet time Knock on the door and wait to be invited in Uniform /PE kits 1, 2, 3 (up, ready move) - verbal	Walking (fantastic walking - no talking) Knock on the door and wait to be invited in Hold door, back against it, no fingers in gaps - swap with next class	Noise level- low Please and Thank you Take own trays at end, adults support	Walking to and from (fantastic walking - no talking) 1st whistle stop and listen 2nd whistle tidy up then line up Teachers go out to collect own class on time	Walking to and from (fantastic walking - no talking) in silence

		reminders				
3	Children to be supervised by parents / careers until the doors open. All equipment should be away so children do not play with it.	Team Stop Countdown for tidying (transition) Lining up in track it order Silent transitions (from lessons/ jobs etc) Timer used Specialised drink time Specialised toilet time Uniform /PE kits 1, 2, 3 (up, ready move) - verbal reminders if needed	Walking (fantastic walking - no talking) Knock on the door and wait to be invited in Hold door, back against it, no fingers in gaps - swap with next class	Noise level- low Please and Thank you Take own trays at end, adults support	Walking to and from (fantastic walking - no talking) 1st whistle stop and listen 2nd whistle tidy up then line up Teachers go out to collect own class on time	Walking to and from (fantastic walking - no talking)
4	Children to be supervised by parents / careers until the doors open. All equipment should be away so children do not play with it.	Team Stop Countdown for tidying (transition) Lining up in trackit order Silent transitions (from lessons/ jobs etc) Timer used Specialised drink time Specialised toilet time Knock on the door and wait to be invited in	Walking (fantastic walking - no talking) Knock on the door and wait to be invited in Hold door, back against it, no fingers in gaps - swap with next class	Quiet voices Using a knife and fork Not speaking with food in their mouth Noise level- low Please and Thank you Take own trays at end, adults support	1st whistle stop and listen 2nd whistle tidy up then line up Walking to and from (fantastic walking - no talking) Teachers go out to collect own class on time	Line order Voices away Walking to and from (fantastic walking - no talking)

		Uniform /PE kits 1, 2, 3 (up, ready move)				
5	Children to be supervised by parents / careers until the doors open. Those children without an adult should be following our school values. All equipment should be away so children do not play with it.	Team Stop Countdown for tidying (transition) Lining up in trackit order Silent transitions (fantastic walking - no talking) Timer used Specialised drink time Specialised toilet time Knock on the door and wait to be invited in Uniform /PE kits 1, 2, 3 (up, ready move)	Walking (fantastic walking - no talking) Knock on the door and wait to be invited in Hold door, back against it, no fingers in gaps - swap with next class	Noise level- low Please and Thank you Take own trays at end, adults support	1st whistle stop and listen 2nd whistle tidy up then line up Teachers go out to collect own class on time	Line order Voices away Walking to and from (fantastic walking - no talking)
6	Children to be supervised by parents / careers until the doors open. Those children without an adult should be following our school values. All equipment should be away so	Team Stop Countdown for tidying (transition) Lining up in trackit order Silent transitions (from lessons/ jobs etc) Timer used Specialised drink time Specialised toilet time	Walking (fantastic walking - no talking) Knock on the door and wait to be invited in Hold door, back against it, no fingers in gaps - swap with next class	Noise level- low Please and Thank you Take own trays at end	1st whistle stop and listen 2nd whistle tidy up then line up Teachers go out to collect own class on time	Line order Voices away Walking to and from (fantastic walking - no talking) Year 6 to sit on benches

	children do not play with it. Children come in and put belongings into lockers	Knock on the door and wait to be invited in Uniform /PE kits 1, 2, 3 (up, ready move)				
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