



Behaviour Policy

Calcot Infants and Junior Schools

1. Document Control

Adopted / Adopted and Adapted / Schools own: **School's own**

Review period: **Biennial**

Responsible committee: **Curriculum**

Statutory: **Statutory and Legal**

Required on website: **Yes**

Ratified by committee: **July 2026**

Review due: **July 2028**

Chair of Governors' signature: **Mrs Julia Kidd**

2. Change History

Version	Date	Amendment or No Change
1	2014 May	No changes
2	2015 May	No changes
3	2017 September	Amendments
4	2019 October	Amendments
5	2021 November	Amendments
6	2023 September	Amendments
7	2026 January	Amendments
8	2026 July	Amendments

3. Website History

Version	Date on website
8	2026 July



At Calcot schools we adopt a 'Therapeutic Thinking' approach to behaviour which prioritises the prosocial experiences and feelings of everyone within the dynamic. In order for effective teaching and learning to take place, everyone in school needs to be valued and feel happy and this leads to prosocial behaviour.

The Governing Body accepts this principle and seeks to:

AIMS

- create and contribute to an effective and secure learning environment, where everyone feels valued, respected and safe
- encourage and provide opportunities for all children to take ownership of and responsibility for their own actions
- provide a framework that consistently enables all children to develop a love of learning and school life.
- clearly communicate our expectations of behaviour at work, play and in our local community
- develop an effective partnership with parents and carers that ensures a shared responsibility in the implementation and achievement of these aims.

SCHOOL ETHOS

We know that the creation and maintenance of an excellent ethos is integral to high quality prosocial behaviour and happy children.

We will

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;

- ensure everyone at Calcot follows the 'therapeutic thinking' approach so that there is consistency in how both prosocial and antisocial behaviours are managed;
- show appreciation of the efforts and contributions of all.

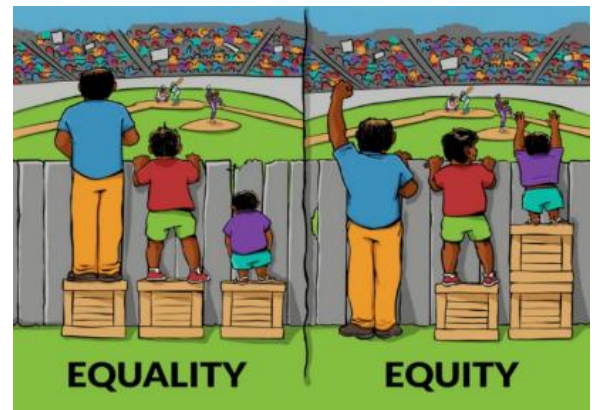
At Calcot Schools We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.

Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

At Calcot Schools we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.



ROLE OF ADULTS

We will ensure that we

- analyse behaviour rather than moralise it
- look for the root cause of behaviour from feelings and experiences
- use positive language and clear body language
- talk politely with each other, especially when asking for things or making requests
- adopt a calm approach/supportive attitude when communicating with each other
- talk and listen with respect at all times
- ensure consideration when teaching and learning is taking place
- have high expectations that are clear and consistently applied
- use the therapeutic thinking strategies to sustain prosocial behaviour and ensure that all staff are trained appropriately (and that pupils are made aware of strategies employed)
- Use de-escalation and scripted language to help manage antisocial behaviour
- Implement appropriate protective and educational consequences following antisocial behaviour.
- take account of children's social and emotional needs and adapt how we (as adults) manage these to ensure equity rather than equality
- value and respond to every individual within our school irrespective of colour, race, religion, gender, sexual orientation or background
- Use rewards to acknowledge prosocial behaviour and avoid bribery

THE CURRICULUM AND LEARNING

We ensure and plan for outstanding behaviour and ethos through the delivery of our curriculum by

- delivering an interesting and engaging curriculum, which is regularly reviewed
- making all lessons accessible to all learners and include challenge for all
- providing interactive and varied lessons using different teaching styles to motivate and engage all pupils
- modelling and promoting independent learning
- quality marking and valuing children's work

We expect the pupils to

- try their best
- be independent by knowing where to find support
- know what their next steps are
- respect each other by allowing everyone to learn and by being accepting of all abilities and efforts
- follow the 3Rs, which underpin our expectations for behaviour so that children are **Ready, Responsible** and **Respectful**

CLASSROOM MANAGEMENT**We ensure and plan for outstanding behaviour and ethos through the management of our classrooms and the wider school environment by**

- the provision of engaging teaching and activities
- using positive language, giving limited choices; ensuring a clear understanding of any possible consequences
- ensuring all children are treated fairly and with equity in mind (some children may need alternative or additional support/arrangements to meet their individual needs)
- providing positive role models
- ensuring all children feel safe, valued and that all opinions are respected
- providing timely and informative feedback for class work and homework

We will provide an effective learning environment by

- ensuring the learning area is welcoming, tidy and looked after
- ensuring all displays are child friendly and resources are relevant, accessible and up to date
- ensuring classes are organised to promote independence, personal initiative and effective learning eg labelling, easy access etc
- providing a clear structure to the day with clear routines and transitions between tasks
- ensuring our classroom furniture is organised to promote and facilitate on task behaviours
- ensuring the individual needs of our children are met by providing 'small garden' spaces to work or restorative work to take place. These may include additional resources to aid this e.g. sand timers, sensory resources, emotion thermometers.

COMMUNICATION AND PARENTAL PARTNERSHIP**In order for communication and relationships with parents and carers to contribute to outstanding behaviour and ethos all staff will keep parents informed through**

- target cards
- SAP meetings.
- curriculum letters
- updated websites
- parent consultations
- monthly newsletters
- parent mail

have open and accessible communication through

- presence in the playground
- teachers on duty at doors in the morning and end of the day
- availability of office staff
- quick response to any enquiry or concern

- making (mutually convenient) time to meet and talk to parents

show mutual respect through

- understanding and explanation of expectations
- availability of staff
- shared knowledge and regular discussions
- positive and calm language

have a consistency of approach from all by

- availability of office staff who are professional, confidential, welcoming and understanding
- employing a site manager who is welcoming, positive and committed to maintaining the school to the highest possible standards
- employing lunch staff and maintenance staff who are invested in our approach and adopt 'therapeutic thinking'
- ensuring our governors have a good knowledge of the school and our approach

we would ask that parents and carers

- show mutual respect
- make time to read communications and approach staff immediately if they need further clarification or need any support
- have open dialogue with staff
- support our consistent approach
- support homework policies
- inform us as quickly as possible of any concerns or worries

OUR PUPILS

We expect our pupils to contribute to outstanding behaviour and ethos by

- adhering to our 3Rs (responsibility, respect and ready) and encouraging others to do so
- being part of a school council process that looks at prosocial behaviour and seeks way to improve it if required
- older children demonstrating mature behaviour and acting as pupil role models
- being playground buddies for others who find such times more difficult
- be self-reflective (with adult support if appropriate) and able to discuss their behaviour, considering alternative ways to overcome anger, distress, conflict
- taking up opportunities to hold responsibilities – E.g. register monitors, ICT team, house captains etc
- becoming involved in praising/recognising good behaviour in others
- learning how to play safely

The school will

- provide pupils with a 'voice' to express their concerns (school council, governor meetings, PSHE lessons, ELSA etc)
- provide opportunities for pupils to improve their behaviour through responsibilities, rewards, modelling behaviour, extra support etc
- involve children in the formation and reviewing of this policy
- involve children in reviewing and discussing the 3 R rules
- provide opportunities for children to work with lunchtime supervisors in the development and maintenance of lunchtime routines and opportunities
- provide nurture rooms at lunchtime to support those children who struggle during these busy transition times.

RULES

The rules that we adopt in class, in the school environment and in society are:

- Be Ready
- Be Responsible
- Be Respectful

These are used to make clear to the children how they can achieve acceptable standards of behaviour. We encourage the children to refer to these within their daily lives.

Rules and procedures should:

- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member has responsibilities towards the success of the school

Calcot Schools believe that positive experiences, lead to positive feelings and these in turn lead to positive behaviour. Positive behaviour is referred to as Pro-social Behaviour.

TYPES OF BEHAVIOUR

Prosocial

This behaviour is positive, helpful and intended to promote social acceptance. It is behaviour that is characterised by a concern for the rights, feeling and welfare of other people. Examples of prosocial behaviour include:

Being kind
Being helpful
Working hard
Respecting others and showing tolerance
Listening to people
Being honest
Caring for others
Respecting their belongings and those of other

Unsocial

This behaviour is portrayed as 'not enjoying or making an effort to behave sociably' in the company of others, but not to the detriment of others. It also includes a reluctance or refusal to follow instruction, but not to the detriment of others. Examples of unsocial behaviour include:

Leaving their desk without permission
 Leaving the carpet without permission
 Refusing to complete work
 Refusing to get changed for P.E.
 Choosing to do another activity than the one the class are doing
 Not listening to instructions

Antisocial (some are referred to as Dangerous Antisocial)

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

A n t i S o c i a l	Shouting out repeatedly Shouting aggressively Banging on the table Stealing Breaking school property Drawing/graffiti Refusal to carry out an adult's request Lying Swearing Leaving the classroom Distracting others and disturbing the learning of others Name calling mimicking	D a n g e r o u s A n t i s o c i a l	Hitting Punching Kicking Spitting (intentionally and directly at another) Scratching Biting Pinching Fighting Pushing aggressively Throwing furniture Leaving the school site Bullying Sexualised Behaviour Racism Homophobia
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It is important to understand the difference between unsocial behaviour and antisocial behaviour. A child showing unsocial behaviour is often showing great restraint in not allowing their emotions manifest into antisocial behaviour. It is often how we respond to unsocial behaviour that can drive the behaviour to escalate and become antisocial.

PROCEDURES FOR SUPPORTING BEHAVIOUR

Rewards

Our emphasis is on rewards to acknowledge and reinforce good learning behaviours and prosocial behaviour. We believe that rewards on a private and personal level have a motivational role, helping children to see that prosocial behaviour is valued. We do not bribe children at Calcot Schools as this does not help develop internal/intrinsic behaviours.

Some of our rewards are consistent from F1 to Year 6. These include

- Praise – verbal or written
- Stickers on child or on work
- Being sent to another member of staff to share good work etc
- Friday Celebration Assemblies – certificates, Manners Awards, Owl Badges, Attendance Awards etc
- Postcards sent in the post
- Positive Post Its

Other rewards might reflect the age of the children. These include

- Personal stickers – ‘ask me what I’ve done’
- Smiley faces
- King and Queen of tidying up
- Cuddly toy that is sent home for the weekend
- Star of the Day
- Celebration Tea with Headteacher

Other rewards might be used for a designated time and for a particular reason

- In it to win its (Manners Week)
- Sporting stickers/certificates (Sports Week)
- Team table stars
- Marbles in a jar
- Behaviour charts (individual pupils)

Sanctions

We do not at Calcot Schools use any form of humiliation. These include

- Writing names on a board
- Putting happy/sad faces on the board
- Using behavioural charts
- Using traffic lights systems that require children to move their names up/down
- Sitting in isolation from others or making them stand up in front of others to draw attention to their behaviour
- We do not shout at the children other than in an emergency to stop the child from doing something dangerous. When used in this way it is a short shout for a quick immediate response

Consequences

Rewards are central to the acknowledgement of prosocial behaviour. If and when antisocial behaviour (both conscious and subconscious) is demonstrated we will implement either/or both forms of the following consequences.

- Protective Consequences (the removal of a freedom to manage harm)
- Educational Consequences (the learning, rehearsing or teaching so the freedom can be returned)

Examples of Protective Consequences

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Exclusion

Once all other strategies have been exhausted and/or a child is putting themselves or others at risk of harm, it may be necessary for a Team Teach trained member of staff to physically move or restrain a child (Physical restrictive Intervention). When this occurs a parent will be notified and this will be recorded.

Physical restrictive intervention will always be:

- reasonable;
- proportionate;
- necessary;
- used for the shortest possible time;
- the least restrictive option available.

It will never be used:

- as punishment;
- because of non-compliance alone;
- to secure compliance with instructions where there is no immediate risk of harm.

Following any restrictive intervention or seclusion, the child will receive appropriate support to help regulate emotionally before any restorative conversation takes place. Staff involved will also have an opportunity to debrief, review the incident and consider whether changes to provision, risk assessments or behaviour plans are required.

Examples of Educational Consequences

- Completing tasks
- Rehearsing and practicing
- Assisting with repairs or the planning for repairs.
- Educational opportunities
- Research the real-world implications
- Conversation and exploration

We will not accept bad language, rudeness or aggressive behaviour to staff or children, racist or bullying behaviour. Low level and disruptive antisocial behaviour will be dealt with in class whenever possible by using de-escalation techniques and using scripted language. Below is a list of steps that will be used to support a child in managing antisocial behaviour.

	Examples	What to do	Who to involve and who to get help from

U n s o c i a l	Leaving their desk without permission Sitting and refusing to do their work Refusing to get changed for P.E Fiddling Not sitting on the carpet when asked Not doing the lesson/activity asked	Will be dealt with by the class teacher/staff member involved • De-escalation • Scripted Language • Consequence-restorative talk and educational consequence • Log the behaviour onto CPoms as Unsocial behaviour • Contact Parent if needed e.g. repetitive/affecting their learning	Class Teacher/Staff Member involved Team Leader if needed
A n t i s o c i a l	Shouting out repeatedly Shouting aggressively Banging on the table Stealing Breaking school property Drawing/graffiti Refusal to carry out an adult's request Lying Swearing Leaving the classroom Distracting others and disturbing the learning of others Name calling mimicking	Antisocial behaviour should be dealt with by class teacher/staff member involved with support from the team leader • De-escalation • Scripted language • Consequences-educational and protective • CPoms as Antisocial behaviour • Parents must be contacted	Class Teacher/Staff Member involved and Team Leader. On occasion SLT may be involved if the behaviour is repeated and disruptive. Always CPoms so SLT can see patterns when analysing behaviour each term

D a n g e r o u s A n t i s o c i a l	Hitting Punching Kicking Spitting (intentionally and directly at another) Scratching Biting Pinching Fighting Pushing aggressively Throwing furniture Leaving the school site Bullying Sexualised Behaviour Racism Homophobia	A member of the Senior Leadership Team will be called for.	SLT should be notified and be involved
		• De-escalation • Scripted language • SLT involvement • Consequence-Restorative Room, Protective Consequence • Exclusion-on occasion • CPoms and Dangerous Antisocial behaviour • Always Contact Parents • The highlighted behaviours are a safeguarding concern and must be reported to the DSL and recorded on CPoms. In addition, these are reported to the LA via CREST.	Should a child leave school site the police will be notified

Definitions

Bullying: Bullying is the repetitive, intentional behaviour of one person or group that hurts, harms, or intimidates another person or group, where there is an imbalance of power. Bullying can take place face to face or online (cyberbullying).

Sexualised Behaviour: Sexualised behaviour is any behaviour, communication, or interaction of a sexual nature that is inappropriate, harmful, unwanted, or not age-appropriate. It includes sexualised language, comments, jokes, gestures, harassment, sharing sexual content, unwanted touching, or pressure or coercion of any kind. Sexualised behaviour can occur in person or online and may cause others to feel unsafe, uncomfortable, intimidated, degraded, humiliated, or excluded. All sexualised behaviour is taken seriously and will be addressed in line with the school's behaviour and safeguarding procedures.

Racism: Racist behaviour is behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment because of race, ethnicity, nationality, colour, culture, or perceived background.

Homophobia is any behaviour, language, action, or decision that discriminates against, demeans, excludes, or harms a person because of their actual or perceived sexual orientation, or because they are associated with someone who is lesbian, gay, or bisexual. Homophobic behaviour may be intentional or unintentional and includes derogatory language, slurs, insults, jokes, stereotyping, harassment, discrimination, or any conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment. Such behaviour can make individuals feel unsafe, unwelcome, intimidated, or excluded

When a staff member sees a child struggling to regulate their emotions, they will try to support the child prior to the behaviour escalating by:

- Having a quiet word and reminding them of prosocial behaviour they have displayed previously.
- Using distraction techniques e.g. the child moving, giving them a job to do, sensory break
- De-escalation (see below for the de-escalation script)

De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

If de-escalation works the child may return to their work without further problems or they may benefit from some quiet time (e.g. parallel class, with a different staff member, in their chill out zone)

If de-escalation doesn't work and the child continues to use anti-social behaviour then scripted language should be used.

Scripted Language for anti-social behaviour

See Appendix 1 for examples of scripted language

Positive phrasing:

Limited choice:

Disempowering the behaviour:

Consequence:

Protective and or Educational consequences must be implemented following antisocial behaviour. These must be appropriate and linked to the behaviour shown e.g. refusal to work-the consequence would be an educational consequence of catching up with it before the next lesson at home or break time. A child running out of the line-the consequence would be they practise lining up with an adult and or must stand next to the grown up in the future rather than lining up with their friends.

We do not put in place meaningless consequences such as writing lines or sitting in the class doing nothing.

If a child's behaviour can be ignored and is not dangerous the staff member will use the scripted language, disempower the behaviour and continue to teach. We call this 'Riding the Wave'. The child will be ignored, enabling them to reintegrate with the lesson when they are ready. Once the child has re-joined we must:

- Thank them for joining e.g. '..... it's lovely to have you join us. Thank you.
- Later (this may be after the lesson, or sometime later in the day), hold a restorative conversation and put in place the consequence.

If a child's antisocial behaviour cannot be ignored because it is very disruptive or dangerous, the teacher needs to remove the other children to a safe place so they can continue their learning. The teacher or a different member of staff must continue to support the child in crisis. Alert SLT so assistance can be given.

- Tell the child that when they are ready you are here to listen to them and help them.
- Monitor the child.
- When they are calm put in place protective consequences. These are likely to involve the child accessing learning in a 'small garden' until they can be safe. (This will be recorded as seclusion and parents will be notified).
- Parents must be informed.

On very rare occasions it may be deemed necessary to use physical restrictive intervention. This will only be implemented if a child is putting themselves or others in danger, are damaging property or are continuously stopping others from learning and after all other de-escalation strategies have been exhausted. The staff using the physical restrictive intervention will be trained to do so and will use minimal force. A number of our staff are Team Teach Trained and where ever possible these staff will be called for to support in these circumstances. However, on rare occasions, when a child puts themselves or others at risk the school staff member can legally use reasonable force to ensure the safety of the child and others. (Please see the guidance below from The Department for Education). If for safety reasons a child is secluded, parents will be notified in writing and the child will be reintegrated as soon as it is safe to do so.

Seclusion (Protective Consequence)

Seclusion is not used as a punishment. At Calcot Schools, seclusion is only used as a short-term protective measure when it is necessary to reduce an immediate risk of serious harm to the child or others and when less restrictive strategies have been unsuccessful.

During any period of seclusion:

- the child will be continuously supervised by a member of staff;
- the child's physical and emotional wellbeing will be monitored throughout;
- the period of seclusion will last only for the minimum time necessary;
- the child will be supported to regulate before returning to learning;
- seclusion will end as soon as the risk of harm has reduced.

Every incident of seclusion will be recorded including:

- reason for the seclusion;
- strategies attempted beforehand;
- duration;
- staff involved;
- any restrictive intervention used;
- parent communication;
- reintegration arrangements.

Following seclusion, a restorative conversation and reintegration meeting will take place to reduce the likelihood of recurrence.

The school does not use isolation booths or prolonged isolation as a behaviour management strategy. Where pupils complete work in an alternative supervised space (Small Garden), this forms part of an agreed protective consequence and pupils continue to receive education and appropriate adult support. This is distinct from seclusion.

When and how will parents be informed?

Parents will be informed if their child uses antisocial behaviour that stops other children from learning, puts themselves or others in harms ways or they intentionally damage property. They will be notified if their child is secluded and if restrictive intervention is used.

Determining when use of restrictive interventions is appropriate

Determining when use of restrictive interventions is appropriate There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

- Is it necessary?
- Is it proportionate?
- Have you considered the pupil's welfare?

Recording Behaviour Incidents

We record behavioural incidents and concerns on CPoms. In the event of dangerous behaviours including confirmed bullying, racism, sexualised behaviour and homophobia, these incidents are reported to the Local Authority via CREST. These behaviour records are analysed regularly by senior leaders to identify:

- recurring patterns
- times of day
- locations
- triggers
- protected groups
- effectiveness of interventions

This analysis informs staff training, risk assessments and behaviour planning.

Explicit proportionality

Behaviour responses will always be reasonable, proportionate and individual to the circumstances of the incident. Decisions will take account of the pupil's age, developmental stage, SEND, disability, communication needs, previous experiences and safeguarding needs.

Behaviour Support Plan (Therapeutic Plans)

Where a child demonstrates repeated or serious antisocial behaviour, an individual Therapeutic Plan may be developed in partnership with parents, the inclusion manager, school staff and external professionals where appropriate. These plans will identify known triggers, early warning signs, successful de-escalation strategies, protective responses and agreed educational consequences.

The very serious consequences of consistent antisocial and aggressive behaviour would be

- Fixed Period Suspension
- Permanent Exclusion

On occasion adaptations to the sanctions may be made. This will be to meet the specific needs of an individual pupil or circumstance. All behaviour management strategies are monitored closely and changes may be made to this policy by the Headteacher when discretion for individual circumstances are deemed necessary.

Restorative Conversations

When a child has struggled to regulate their feelings and has displayed unsocial or antisocial behaviours, consequences are always put into place. As part of the consequence the staff member will hold a restorative conversation with the child. During this, the staff member will give the child time to reflect and discuss how they were feeling, what happened, who was affected, what they can do differently next time and how they can move forward. Our Staff always use these prompts and ask the following questions.

Restorative Conversations Prompts	Can you tell me what happened ? What were you thinking/ feeling at the time? How are you feeling now? Who do you think has been affected by your actions? How were they affected?
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	What could you do now to help make things right? What could we do next time to stop this from happening again in the future? Is there something I could do to help?
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Mobile Phones

Pupils are not permitted to use mobile phones at any point during the school day, including before school, during lessons, between lessons, at breaktimes and at lunchtime. If a pupil is required to bring a mobile phone to school (for example, because they walk to and/or from school alone and need to be contactable by parents), a parent or carer must complete the Mobile Phone Permission Form, available on the school website under Parents Information – Forms, before the phone is brought onto site.

On arrival to school — including while on the playground — the phone must be switched off (not on silent) and handed immediately to the class teacher or to the school office. Phones will be securely locked away for the duration of the school day and returned to pupils at home time. Pupils are not permitted to use mobile phones at any time while on the school site, including on the playgrounds or school field. Any pupil who fails to follow these procedures will be subject to the school's behaviour policy and consequences.

Designated medical mobile phones used to support pupils with Type 1 diabetes are permitted for specific clinical purposes. These devices may be visible when in use and are solely for approved medical applications that enable staff to monitor glucose levels, calculate insulin doses and administer insulin safely in accordance with individual healthcare plans. Medical phones must not be used for any non-medical purpose and should be stored securely when not in active use.

Smartwatches

Children are permitted to wear simple watches that tell the time and/or count steps. However, smartwatches with apps, messaging functions, internet connectivity or recording capabilities are not permitted in school. If a child comes into school wearing a smartwatch, they will be asked to silence the device and hand it in to a member of staff, where it will be kept safely until the end of the school day.

Searches and confiscation will be carried out in accordance with the Department for Education's guidance *Searching, Screening and Confiscation*. Any search will be lawful, proportionate and undertaken by authorised members of staff.

Safeguarding Separation

On very rare occasions it may be necessary to keep one or more pupils separate from another pupil or group of pupils due to safeguarding concerns. This is known as safeguarding separation and is not a suspension or disciplinary sanction. Safeguarding separation may be implemented following an allegation, disclosure or safeguarding concern whilst enquiries are undertaken or whilst immediate risks are managed. Wherever possible, pupils will continue to receive a suitable education during this time and any arrangements will be proportionate, regularly reviewed and only remain in place for as long as necessary. The Designated Safeguarding Lead (DSL) will be involved in all decisions relating to safeguarding separation and parents or carers will be informed as soon as reasonably practicable. The school will consider the individual needs of all pupils involved, including those with SEND or disabilities, and ensure decisions are made in accordance with safeguarding legislation, the Equality Act 2010 and current Department for Education guidance.

Fixed Term Suspension and Permanent Exclusions

Fixed Term Suspension-Temporary removal of a pupil from school for a specified period.

Permanent Exclusion-Permanent removal of a pupil from the school roll.

Suspension and exclusions are rare and are only used after all other sanctions and strategies have been exhausted and when allowing the child to remain in school would be detrimental to the education and welfare of others or after a pupil has seriously breached the school's discipline policy.

Decision Making Prior to Suspension and Exclusion

Decisions to suspend or permanently exclude a pupil will always be lawful, reasonable, fair and proportionate. Before making a decision to suspend or permanently exclude, the Headteacher will consider whether the behaviour was linked to unmet special educational needs, disability, mental health needs or safeguarding concerns and whether additional reasonable adjustments or alternative strategies could reduce future risk. In addition, before making a decision to suspend or permanently exclude a pupil, the Headteacher will, wherever reasonably practicable, ensure that the pupil has an opportunity to explain their account of the incident. The school recognises that children may require additional support to communicate their views and will make reasonable adjustments where appropriate, taking account of age, communication needs, special educational needs, disabilities and emotional wellbeing. The child's views will form part of the information considered when making any decision, although they will not be the sole determining factor.

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one year. The Headteacher may also exclude a child permanently and may convert a fixed-term exclusion into a permanent exclusion if circumstances warrant this.

If the Headteacher excludes a pupil, parents are informed immediately, providing clear reasons for the exclusion, and notified of their right to appeal to the governing body. This notification is made by telephone initially and followed up in writing within one school day.

Managed Moves

Before considering permanent exclusion, the school will, where appropriate and in the best interests of the child, consider whether a managed move or other alternative provision may better meet the needs of the pupil and the wider school community. Managed moves will only be considered where all parties, including parents or carers and the receiving school, agree that such a move is appropriate. They will not be used as a sanction, nor will parents be pressured into accepting a managed move as an alternative to permanent exclusion. The wishes and views of the child will be taken into account throughout the process wherever appropriate. If a managed move is agreed, it will be implemented as a permanent placement and will not be offered on a trial or temporary basis.

The school complies with statutory requirements to inform the local authority and governors about any permanent exclusion and any fixed-term exclusions exceeding five school days in a term.

Governors will regularly monitor:

- suspensions
- permanent exclusions
- restrictive interventions
- seclusion
- behaviour trends

- vulnerable groups
- protected characteristics
- repeat incidents

Our school Governors will challenge school leaders where patterns suggest disproportionate outcomes.

Procedures for Exclusion:

- Accurate records of all exclusions are maintained and reported as required.
- Parents receive clear communication about the exclusion, including duration and reasons.
- Suitable alternative education provision is arranged for pupils during the first five days of any fixed-term exclusion.

The Governing Body cannot exclude pupils or extend exclusions but has a clear procedure for handling exclusion appeals. Appeals panels consider the circumstances of the exclusion, representations from parents and the local authority, and decide whether a pupil should be reinstated. The Headteacher must comply with any reinstatement ruling.

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun) but this can only happen when the governing body has not yet met to consider whether the pupil should be reinstated. In the case of a permanent exclusion, the headteacher cannot cancel the exclusion if the pupil has been excluded for more than 45 school days in the school year.

Lunchtime Suspension

Lunchtime suspensions may be used as a short-term measure for pupils with challenging behaviour at lunchtime. Pupils are required to go home for lunch and return for afternoon learning. Lunchtime suspensions are treated as half of a school day, and if combined fixed-term and lunchtime exclusions exceed five school days in a term, parents have the right to make representations to the Governing Body. 0808 800 0327

The telephone number for the Advisory Centre for Education (ACE is an independent national charity providing advice to parents) Exclusion Advice Line: 0808 800 0327 and their website address – www.ace-ed.org.uk

Reintegration Following a Fixed Term Suspension

Following DfE and local authority guidance, a reintegration interview is arranged between the Headteacher and parents after a fixed-term suspension. This meeting discusses how best to support the child's return and prevent future exclusions. Calcot Schools follow the West Berkshire reintegration guidelines aligned with our Therapeutic Thinking approach to ensure smooth transitions back into school.

Reintegration meetings will help to identify practical adjustments that may support a successful return including:

- phased reintegration where appropriate;
- curriculum adaptations;
- pastoral support;
- mentoring;
- SEND review;
- referral to outside agencies where required.

Inclusion and Equal Treatment in Suspensions and Exclusions

Calcot Schools ensure exclusion decisions are fair, non-discriminatory, and consider the Equality Act 2010. We make reasonable adjustments for pupils with special educational needs and disabilities (SEND) to prevent exclusion where possible, recognising the need for equity rather than equality in behaviour management.

Preventative Strategies and Staff Training

The school prioritises proactive behaviour management and staff training to reduce the need for exclusions. Our Therapeutic Thinking approach, consistent use of scripted language, restorative conversations, and protective and educational consequences are central to preventing escalation.

Support and Alternative Provision During Suspensions and Exclusions

During fixed-term suspensions, the school arranges suitable alternative education to ensure the child's learning continues. We also provide support to address underlying causes of behaviour through counselling, behavioural interventions, and involvement of external agencies as needed.

Appeals Process

Parents are informed of their right to appeal exclusions to the Governing Body, which has an established procedure to review exclusion decisions impartially. The appeals panel considers all evidence and representations before deciding on reinstatement.

More information about Anti-Bullying

What is Bullying?

Not all friendship difficulties, disagreements or one-off incidents between pupils are bullying. Whilst these incidents are taken seriously and addressed promptly through restorative conversations and appropriate consequences, bullying is characterised by behaviour that is repeated, intentional and involves an imbalance of power. Staff carefully investigate concerns before determining whether behaviour meets the definition of bullying so that all children receive an appropriate and proportionate response.

Bullying can happen face to face or online. Bullying can include different forms of child-on-child abuse including, but not limited to:

- physical and sexual abuse
- prejudice and discrimination-based bullying
- sexual harassment and violence
- emotional harm
- on and offline bullying

The school recognises that bullying can be motivated by prejudice or discrimination. We have a zero-tolerance approach to bullying related to protected characteristics under the Equality Act 2010, including race, religion or belief, disability, sex, sexual orientation, gender reassignment and pregnancy or maternity (where applicable). Incidents will be recorded, investigated and responded to appropriately.

Cyberbullying

The advent of new technology has made bullying easier to do and more difficult to detect. Cyberbullying is particularly insidious and can come in many different forms across multiple channels and media. Cyberbullying can occur through mobile phones, messaging services, gaming platforms, social media, live streaming and other online technologies. Although much online behaviour takes place outside school, the school may investigate and respond where online behaviour affects the safety, wellbeing or education of pupils, or impacts the orderly running of the school. Where appropriate, parents, social media providers, the police or other agencies may also be involved.

Online Safety Act

The school works in partnership with parents to educate pupils about safe and responsible online behaviour and responds appropriately to online incidents in line with national safeguarding guidance and current legislation.

Child-on-child abuse

Some forms of bullying may also constitute child-on-child abuse and therefore require a safeguarding response. This includes, but is not limited to, sexual harassment, sexual violence, harmful sexual behaviour, prejudice-based abuse, sharing of indecent images, online abuse and serious violence. Where this is suspected, the school's safeguarding procedures will be followed immediately alongside the behaviour procedures.

Research shows that children that experienced bullying can be affected significantly and into their adult life. As a school it is essential that we ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying. The school believes that both the child experiencing bullying and the child displaying bullying behaviour require support. Alongside appropriate protective and educational consequences, staff will seek to understand the underlying causes of the behaviour and provide opportunities to repair relationships, develop empathy and learn more positive ways of interacting with others.

To ensure the children affected get the help they need this may include involving other people such as children's services, the police, and specialist services.

We build into our curriculum lots of opportunities to learn about bullying, the varying forms of bullying, including robust e-safety modules that tackle the ongoing dangers of social media alongside cyber bullying. Through our curriculum we encourage pupils to become positive bystanders who safely report concerns, support others and help create a culture where bullying is not accepted. Children are taught that remaining silent can allow bullying to continue and that telling a trusted adult is the right thing to do. This is supported by our local community and the police through workshops and talks for our pupils and their parents.

Reporting Concerns

Pupils are encouraged to report any concerns about bullying to any trusted adult. Parents and carers are encouraged to contact the school immediately if they believe bullying has occurred. All concerns will be taken seriously, investigated promptly and responded to sensitively.

Recording Bullying

All bullying concerns will be investigated and recorded. Records will include the nature of the incident, those involved, actions taken, outcomes and any support provided. These records will be monitored by senior leaders to identify patterns, recurring themes or vulnerable groups requiring additional support.

Monitoring Bullying

Senior leaders and governors will regularly monitor bullying data to identify trends relating to year groups, locations, protected characteristics and vulnerable pupils. This information will inform curriculum development, staff training and targeted interventions.

Please see our Anti-Bullying Policy and Safeguarding Policies for more details.

Equality, Inclusion and Human Rights

The school is committed to ensuring that behaviour decisions are made fairly, consistently and without discrimination. In implementing this policy, the school will have due regard to its duties under the Equality Act 2010 and the Human Rights Act 1998. Behaviour responses, including suspensions and permanent exclusions, will take account of each pupil's individual circumstances, including any disability, special educational needs, mental health needs or other vulnerabilities, and reasonable adjustments will be made where appropriate to ensure pupils are treated equitably.

HOW WE MONITOR THE SUCCESS OF THIS POLICY

- Through regular reviews at staff meetings
- Discussions with children and school council
- PSHE lessons
- Feedback and meetings with Teaching Assistants and Lunchtime Supervisors
- Feedback from visitors
- Governor monitoring
- Record of complaints

The Governing Body has a strategic responsibility for monitoring the implementation and effectiveness of this policy. Governors will receive regular anonymised information relating to behaviour, suspensions, permanent exclusions, restrictive interventions, seclusion and safeguarding separation to enable them to monitor trends and ensure that behaviour systems are fair, proportionate and effective. Governors will also monitor behaviour data relating to vulnerable groups, including pupils with special educational needs and disabilities (SEND), pupils with protected characteristics and disadvantaged pupils, to ensure the school fulfils its duties under the Equality Act 2010 and to identify whether further support or adjustments are required.

Monitoring and evaluation arrangements

This policy will be reviewed by the governing body on a biennial basis.

Links to other policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

Appendix A

A child won't go to assembly.

Positive Phrasing	Let's go into assembly.
Limited Choice	Would you like to sit with your friends or alone at the back?
Disempowering the behaviour	You can listen from there. You can come in when you are ready.
Consequences	If you don't come into assembly you'll have to arrange to do it with me before tomorrow.

A child keeps jumping on the mats when other children are trying to put them out in their P.E lesson.

Positive Phrasing	 come and sit down.
Limited Choice	Would you like to sit with your friends or sit next to me?
Disempowering the behaviour	Come and join us when you are ready.
Consequences	If you can't sit down and be safe with your friends you will have to do the P.E lessons with me.

A child won't leave the activity they are on and tidy up.

Positive Phrasing	 put the toys back in the sandpit.
Limited Choice	Would you like me to help you tidy up or would you like to tidy up alone?
Disempowering the behaviour	Put the toys back when you are ready.
Consequences	We will have to practise tidying up at break time.

A child bite (The example given is with a younger child in mind. This will vary according to age)

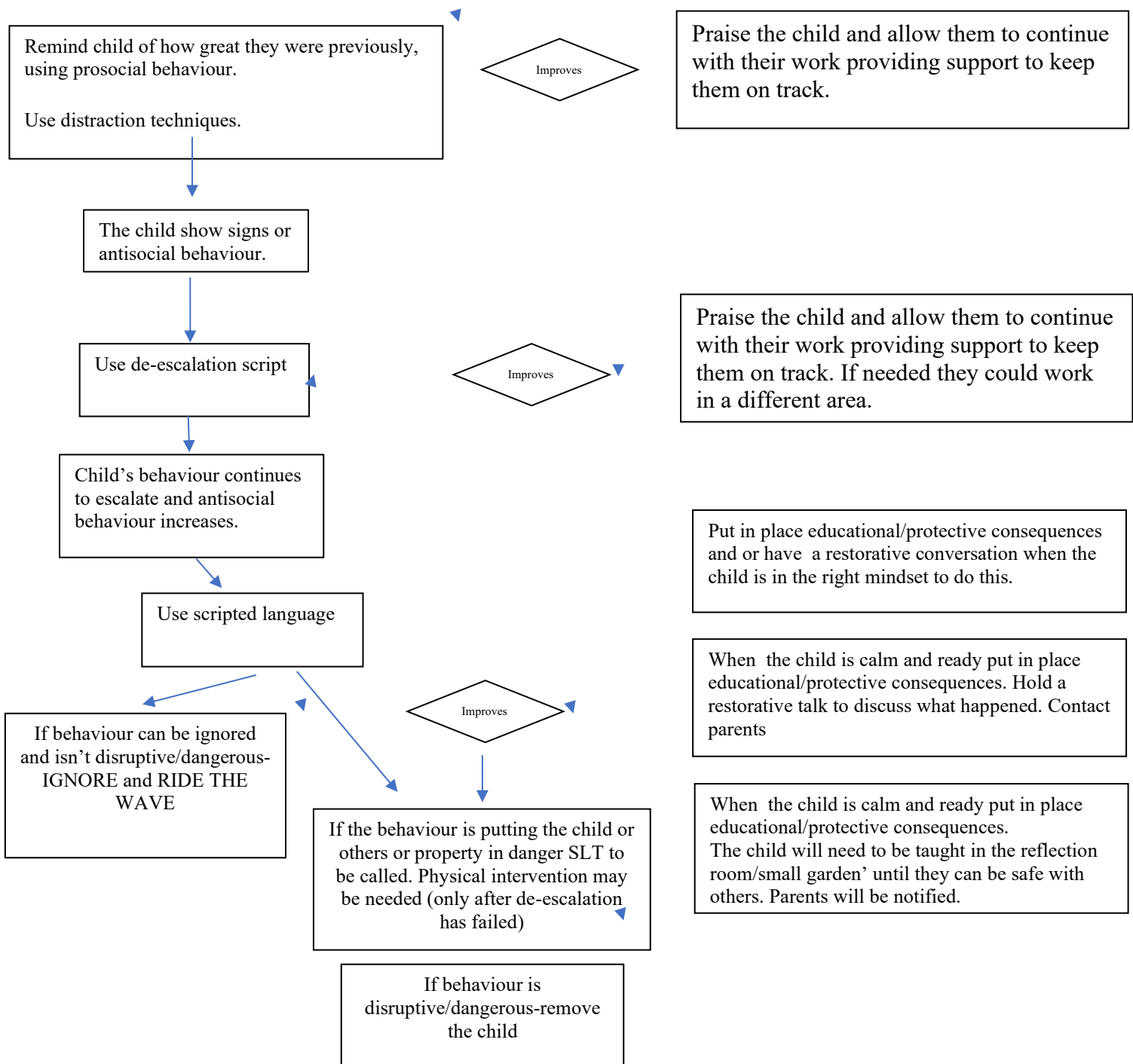
Positive Phrasing	We use our mouth for eating
Limited Choice	Bite food or a chewy toy
Disempowering the behaviour	You can play again when you are ready
Consequences	(This is dependent on age so will need to be adapted)

A child has a tantrum (this is dependent on what the tantrum is about)	
Positive Phrasing	You can play with this toy
Limited Choice	Would you like to play with the blocks now or we can draw pictures
Disempowering the behaviour	I can see that you really want to play with that toy. Right now it's turn. You can play with this instead.
Consequences	The toy is set aside until they are calm. Wait calmly and when the child is ready model "Please may I have a turn."

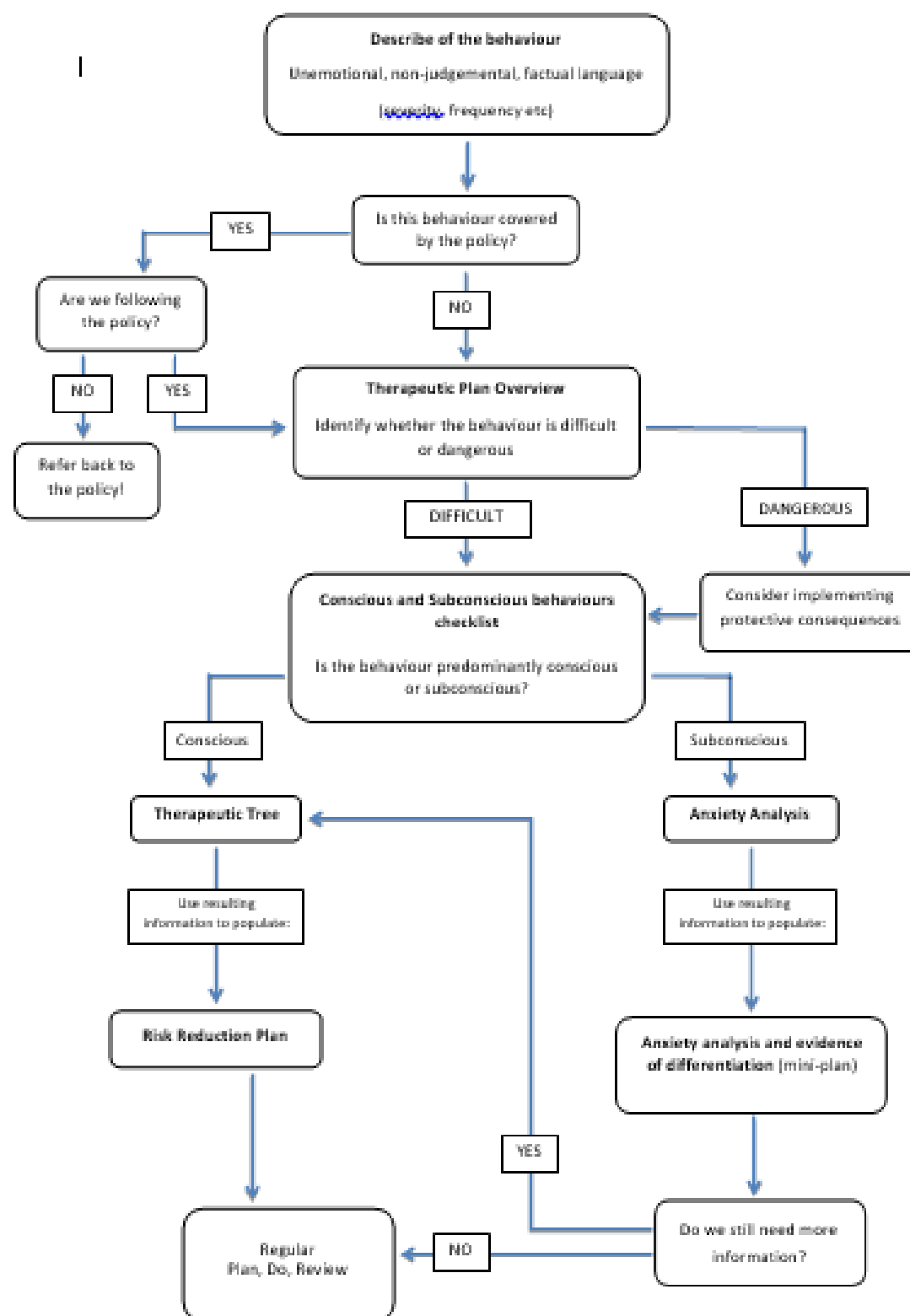
Child is beginning to show small signs that they are beginning to struggle and could display anti-social behaviour.



Appendix B



Parents must be notified of any disruptive antisocial behaviour that stops others from working, any antisocial behaviour that is dangerous or aggressive or if physical restrictive intervention or seclusion is used. CPoms, incident log must be completed to record the behaviour.



Letter to Parents

Appendix D

Dear Parents and Carers,

As many of you know we are a Therapeutic Thinking school and really believe in developing strong relationships with our children, prioritising positive (prosocial) behaviours and supporting them with behavioural choices when things go wrong. In our recent Ofsted reports our systems and approach towards behaviour were commended, as was the exceptional behavioural attitudes displayed by the children.

“Staff model high standards of behaviour. Pupils behave exceptionally well.”-Infant Ofsted 2023

“Pupils know they are expected to behave well. There is a focus on developing secure, thoughtful relationships between pupils and adults. This leads to a wonderfully positive atmosphere where pupils feel supported and challenged to do their best.” Junior Ofsted July 2023

We wanted to write to you to update you on a couple of changes, within our behaviour policy and also share with you our approaches, as we have many new families who have joined our school.

New Updates

- Both schools have a nurture room that runs during our lunch break. This is a room designed to be fun and supportive for children who may find lunchtimes overwhelming. Similarly, the staff will utilise the room and put in structured lunchtimes for some children who may need a slightly different structure to their lunch time if they are struggling to regulate their behaviour for the whole hour.
- In both schools the senior leadership team will be called to support with any behaviours, which we refer to as antisocial dangerous behaviour. This includes any physical altercations including fighting, hitting, punching, slapping, kicking, biting, pinching and spitting. It also includes disturbing the learning of others despite being asked to stop by the teacher, throwing furniture, leaving the school site, racism, bullying and sexualised behaviour. On these occasions the child will spend time (the length is dependent on the behaviour, frequency and need to protect the child and their peers) in the reflection room with a senior leader. They will hold restorative talks and discuss what went wrong, how they felt, who was affected by the behaviour, what they could do next time and how they are going to move forward. They will complete their work in the reflection room.

Scripted Language

We always use scripted language at Calcot. This ensures that all staff are consistent in what they say. We phrase our language positively, we provide a limited choice, we disempower and put in a consequence. An example is below. This is a script we could use if a child was refusing to come to the carpet with everyone else and listen to a story.

Positive phrasing:

Come sit next to me for a story.

Limited choice:

Would you like to sit on the chair or bean bag?

Disempowering the behaviour:

You can listen to the story from there.

Consequence:

We will check you understand the story before going out for break time.



Appendix E

Overview of Calcot Schools' Behaviour Policy for visitors

We are a therapeutic thinking school. This means we prioritise prosocial (positive) behaviour and teach behaviour to children.

A short overview of our do's and don't

We Do ✓	We do not ✗
Invest in building positive relationships with our children	Shout at the children unless it's in an emergency to get immediate attention
Praise positive behaviour	Publicly humiliate e.g. writing names on the board, making children stand, face the wall, public telling off
Ignore behaviour that doesn't affect others (for a while). Give them some time and space.	Pick up on every tiny thing and nit pick when a child is struggling
Phrase things positively e.g. Sit down on your chair, put the pencil down please	Use negative language e.g. Don't you dare, don't tap the pencil, stop running
Give 2 choices when children are struggling e.g. Would you like to work here or with your friends at the table?	Give open choices or no choices e.g. What do you want to do? Where do you want to work?
Reward e.g. extra play, sticker, house point, positive note home	Bribe children-tell them that if they do something they can earn something.
Always put in consequences after unsocial or antisocial behaviour-these include a restorative talk and a consequence in-line with the behaviour. E.g. if they didn't do their work they will complete it during part of their play/lunch.	Make threats Put in a consequence and fail to follow it through. Use consequences not in line with the behaviour e.g. remove football because a child didn't complete their work.
Model positive behaviour including sitting silently in assembly, holding the door open for them and others, saying thank you etc.	Talk negatively about the children or to the children
Have high expectations and are relentless if children struggle by practising and practising e.g. lining up quietly, walking down the corridor, moving from the carpet to the table	Ignore or turn our back on antisocial behaviour (regardless of whether we work directly with the child or not) and let someone else support a child who is struggling

A brief overview of the steps school will take for unsocial or antisocial behaviour

Unsocial Behaviour	What to do
Refusing to do work or follow instructions (but not disturbing others)	The class teacher or adult who is there will: Speak to the child and empathise/de-escalate and provide them with some space/time Use Scripted language Have a restorative talk and consequence e.g. during the first part of break they will talk and complete the missed work. Log the incident Contact parents (only if the behaviour affects their learning or is repetitive)
Antisocial Behaviour	What to do
Shouting aggressively Banging on the table Breaking school property Leaving the classroom	The class teacher will inform the Team Leader and call for their assistance if needed. They will: Use Scripted language Restorative talk and protective consequence e.g. working in a different classroom/different environment, fixing what they broke Log the incident Contact parents

Antisocial Dangerous Behaviour	What to do
Fighting (physical assault) Pinching, biting, hitting, slapping etc Pushing aggressively Throwing furniture Sexualised Behaviour Bullying Racism Homophobia Leaving School site	A member of the senior leadership team will be called. They will: - De-escalate - Scripted language - SLT informed - Child to go to reflection room for protective consequence and restorative talk with SLT - SLT with collate information from witnesses and if applicable CCTV cameras - Suspension or Exclusion on occasion - Log the incident - Contact parents - Follow Safeguarding procedures for the highlighted behaviours If a child is putting themselves at risk or others the staff have a duty of care to them and can (if de-escalation doesn't work) use physical restrictive intervention.