



WARREN WOOD

PRIMARY SCHOOL

Behaviour and Relationships Policy

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Statement of 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.

Our vision

When dealing with the behaviour of students at Warren Wood Primary School, we aim to: Create a caring, calm, safe and orderly environment in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation as represented in The Education Act 2002 (amended 2011); The Equality Act 2010; The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The Academy Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2017; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000).

Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the school day;
- Provide students and staff with an environment that is suitable for learning;
- Ensure the social, emotional and learning needs are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour;
- Empower students so that they are able to self-manage their behaviour;
- Prepare students for entry into the next phase of their education or employment or further education;
- Praise and reward good work, positive behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour;
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet



behaviour standards, making reasonable adjustments for pupils with a disability as required.

Expectations

To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure. To promote an environment which encourages children to enjoy learning and become positive, responsible and increasingly independent members of the school community. To foster independent work habits, leading to increasingly focused self-assessment. To provide opportunities to receive a curriculum that suits every child's interests and abilities. Both staff and children within the school are made aware of their rights and the responsibilities that are associated with such rights.

Right to be respected	Responsibility to respect other people's religion and culture, the way they dress and look and treat everyone equally.
Right to be responsible	Responsibility to make your own opinion and an entitlement to things such as education, religion and freedom of speech. Responsible for duties or something an individual should do such as following the rules of the school.
Right to be safe	Responsibility to make sure our actions do not hurt ourselves or other people.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

When a teacher has concerns about the behaviour of the pupils in their class, they should first consider the following:

- Curriculum design and differentiation;
- Challenging goals and feedback;
- Behaviour Curriculum (see Appendix C);



- Parental/community involvement;
- Safety of environment;
- Classroom management.

School staff should:

- The first priority is to ensure the safety of pupils and staff to restore a calm environment;
- Follow the Behaviour Curriculum (see Appendix C);
- Respond predictably, promptly and assertively in accordance with the school behaviour policy;
- Use de-escalation strategies;
- Ignore secondary behaviour;
- Stay with the facts;
- Let children save face;
- Use solution focussed questions;
- Describe the problem and the consequence;
- Consistently use the agreed behaviour management strategies.

Behaviour Management Strategies

Good to be Green is a positive behaviour strategy and is the main behaviour strategy to be used throughout the whole school and is for all pupils. It may be applied differently in different year groups depending on pupils' ages (see Behaviour in EYFS Appendix B) and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times.

Green every child starts each day on green. A verbal warning is given before issue of an orange card, a black line will be drawn on the table in front of the child to indicate the verbal has happened. The member of staff will use the words "this is your verbal warning". Should an incident happen from the red, black or white card category (see Appendix A) the issuing of the card will by pass the escalation system.

Orange is a second warning. An orange mark will be added to the desk to visual the escalation. This can be reversed back to green. If a child does not turn their behaviour back to green they will be moved to a red.

A card will be turned to **Red** (a red mark added to the table) if the orange warning is **ignored**. The consequence of the red card will be 5 minutes missed play, either morning, lunch break or 3pm before the child goes home if after lunch time. If the child refuses it will be carried over. This will take place in a reflection room lead by a Behaviour Mentor or SLT. Parents will be informed by the Class Teacher or Cover Teacher.



The consequence of a **Black** card is missed break of 10 minutes, 10 minutes missed lunch break or 3pm depending on the time of day the card is issued. If the child refuses it will be carried over. This will take place in a reflection room lead by a Behaviour Mentor or SLT. Parents will be informed by the Class Teacher or Cover Teacher.

White is the final stage the child is sent to the Behaviour Mentor/SLT for rest of the day to complete work at a work station (Internal suspension). Parents are informed immediately by the Class teacher, Behaviour Mentor or SLT. If behaviour continues after this then a meeting is arranged and a consequence will be discussed during the meeting.

If a class teacher is concerned about general class behaviour, they need to consider the reasons for the behaviour and discuss this with the Pastoral and Behaviour Team. If the class teacher decides that further action is necessary then an AEN referral form needs to be completed and submitted to the team. The SENCO and the team hold fortnightly meetings to discuss children causing concern.

Rewards

The school adopts a positive approach to behaviour management and children earn a daily 'tally' towards a reward:

- Staff praise and congratulate the children;
- House Points are connected to our values and are in 4 house colours;
- Positive points connected to our values on Arbor, emailed home;
- Staff use stickers and charts or marbles in the jar etc.;
- Phone calls or notes home to parents for exemplary work/behaviour or improvements to work and behaviour, this will be noted on Arbor;
- We acknowledge the good work, behaviour and effort of individual children as part of our celebration assemblies;
- Class/Year Group rewards;
- Good to be Green rewards i.e. Earning weekly free time as a class and earning minutes to the VIP party at the end of every big term.

Pupils may also be given school-wide responsibilities such as House Captain, Learning Ambassadors, RECIPE Ambassadors, Friendship Ambassadors and Sports Crew.



Behaviour Management aims to ensure a positive learning environment

At Warren Wood Primary School, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate following our values from Nursery to Year 6. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others and show care to everyone in our school community. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. To ensure that we build the automatic routines all adults who are employed and volunteer at Warren Wood Primary School role model the routines at all times.

Sanctions

The school uses a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Every child may misbehave at some time or another. On most occasions this can be dealt with by a verbal reprimand. In the classroom it may be that the child has his/her card changed using the visual card system. Negative points are recorded on Arbor linked to the card given. Parents will be informed face to face, by telephone call or via email and can state a preference on how they are informed to meet the individual needs of the child.

In the classroom persistent misbehaviour can be dealt with by consistent use of the Green card system.

If a child is exited from the playground or classroom the Behaviour Mentor needs to be informed with a clear explanation of the behaviour that has caused the concern. Statements and pupil voice will need to be collated.

Where problems appear to be part of a pattern of behaviour it is important that parents and carers are involved from an early stage. This can be done initially by the class teacher, followed up by the Behaviour Mentor and if the child does not make progress or the parents do not engage then by the Deputy Headteacher and ultimately the Headteacher. All meetings and information sharing needs to be added to Arbor as a Behaviour Log.

It is appropriate in some cases to involve the Inclusion Team, Social Services or Family Solution team outside of the school.



In the event of a serious incident a member of the Senior Leadership team will be informed and the child removed from the classroom. A member of staff will complete a written statement and witness statements will be asked for from adults and children. The child will be asked for a statement to gain their pupil voice. Parents will be contacted immediately and invited in to discuss the incident.

Sanctions **must not** include:

- Withdrawal from curriculum activities (these are every child's legal entitlement);
- Being left unsupervised anywhere in the school building including outside in the corridor or in the entrance hall;
- Threats that cannot be carried out;
- Writing out extra work in an area of the curriculum which might decrease their interest in it;
- Removal of items given to a child to support their individual needs.

Teachers can:

- Confiscate children's property if it is not appropriate to be in the school;
- Subject to the school's behaviour policy a child may be disciplined for any misbehaviour **when** the child is:
 1. Taking part in any school-organised or school-related activity.
 2. Travelling to and from the school.
 3. Wearing the school uniform or in some other way identifiable as a pupil at the school.
 4. Could have repercussions for the orderly running of the school.
 5. Poses a threat to another pupil or member of the public.
 6. Could adversely affect the reputation of the school.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. **The general power of discipline:** This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.



2. **Power to search without consent for 'prohibited items'** including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search, the school will make the decision to retain, dispose of or hand in to the police the confiscated items. Where a child has knowingly brought a prohibited item into the school with malicious intent, the Headteacher may impose any of the afore mentioned approved sanctions or suspension in extreme circumstances.

Power to use reasonable force

There are circumstances when it is appropriate for staff in schools 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. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The legal provisions on school discipline also provide members of the staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline within the classroom.

Headteachers and other authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images, fireworks or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under school rules e.g. sweets and toys.



The Role of the Headteacher

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

The Role of the Parent

The school staff work collaboratively with the parents so children receive consistent messages about how to behave at home and at the school.

We expect parents to support their children's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the staff. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Behaviour and Pastoral team, SENCO, Deputy Headteacher or Headteacher. If they feel that the situation has not been resolved after consultation with the Headteacher they should follow the school's complaints procedure. Details can be found on the school website.

The Role of the Governors

The Headteacher has the day – to – day authority to implement the behaviour policy, the Local Governing Body (LGB) will work with the Headteacher in reviewing the effectiveness of the behaviour policy.



Bullying

The safety of the children is paramount. If a child hurts or bullies another pupil, the adult dealing with the situation must record this and it must be passed immediately to the Behaviour and Pastoral Team, SENCo, Deputy Head or the Headteacher. This behaviour will be entered onto Arbor as an incident and behaviour log. The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour. (See Anti Bullying Policy).

Suspension and Permanent Exclusions

Only the Headteacher (or Deputy Head with Headteacher's permission) has the power to suspend a pupil from the school. The Headteacher may exclude the pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also suspend a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this.

If the Headteacher suspends a pupil, parents will be informed immediately and given the reason for suspension. Parents will be provided with a written letter to advise of the suspension period, reason for suspension, date for reintegration meeting and appropriate work for the child to complete during suspension. Upon reintegration, the child will spend the morning with the Behaviour Mentor in Pastoral Support before returning to class, behaviour will be monitored. A weekly review will be held with the parent.

At the time of parent notification, the Headteacher will make it clear to the parents that the Local Governing Body (LGB) must consider any representations made by parents in line with the following procedure:

Permanent Exclusions

The Local Governing Body (LGB) must convene a meeting to consider reinstatements within 15 days of receiving notice of the suspension. The same is true when an exclusion will take the child's total days of suspension above 15 days for one term.



Suspension (previously Fixed Term Suspensions)

Where a suspension will take the child's total days of suspension above five for the term, if requested by parents the Local Governing Body (LGB) must convene a meeting to consider reinstatement within 50 days of receiving notice of the suspension. Where suspension does not take the pupil's total days of suspension above five for the term, the Local Governing Body (LGB) must still consider any representations made by parents but cannot overturn the Headteacher's decision.

The Headteacher informs the Local Governing Body (LGB) and Local Authority about any permanent exclusions immediately, and about any suspensions on a termly basis.

The Local Governing Body (LGB) itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.

The Local Governing Body (LGB) will consider any suspension appeals. They will create a panel who will meet to consider the suspension, they will consider the circumstances in which the pupil has been suspended, consider any representation by the parents and consider whether the pupil should be re-instated. If the panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Where requested by a parent the Beyond Schools Trust will need to arrange an independent review panel to consider the decision of a Local Governing Body (LGB) to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. Beyond Schools Trust will also need to appoint a special educational needs expert to advise the panel, where requested by a parent. The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the Local Governing Body (LGB) reconsider its decision; or direct the Local Governing Body (LGB) to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Monitoring

The Headteacher and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Headteacher reports to the Local Governing Body (LGB) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Behaviour Mentor records minor incidents through behaviour logs and Arbor. Leadership team review the children who receive red, black or white cards weekly as well as identifying classes with only green cards.



A Pastoral Support Plan (PSP) will be put into place upon the child returning from a suspension, this should reduce the risk of further suspension. Regular meetings will be held to discuss the child's progress towards behaviour targets to identify and support around behaviour management the parent may need at home to support the school plan. Those involved with these meetings will be: Deputy Headteacher, Pastoral, SENCO, Behaviour Mentor, parents, child and any other agency identified as having a positive impact on the family.

The school keeps a record of any pupil who is suspended for a fixed – term, or who is permanently excluded. It is the responsibility of the Local Governing Body (LGB) to monitor the rate of fixed term suspensions and permanent suspensions, and to ensure that the policy is administered fairly and consistently.



Appendix A - Behaviour Strategies for EYFS

The Early Years Foundation Stage (EYFS) Behaviour Management Policy is a subsidiary of the school's main policy and has been written to ensure that the needs of younger children are met.

Please refer to the main document *Warren Wood Primary School Behaviour Policy* for the complete school context.

At Warren Primary Wood School, EYFS staff model, support and provide opportunities for children to practise social skills. We provide positive curriculum and environment for children and recognise and help them to express their feelings, without judgement. On a daily basis we support the development of sharing and encourage children to work together and include others in their play. We support choices and autonomy and provide challenges for thinking and to scaffold learning. All our values are present within our developmental conversations with the children. We expect our EYFS staff to:

- Develop a positive relationship with all children
- Model our values through talking and listening
- Use visual aids and displays
- Praise children to support excellent behaviour for learning linked to our values
- Correct behaviour when necessary
- Build relationships with parents/carers
- Be consistent and fair by adopting and following our school Behaviour Policy
- Plan a broad, balanced and interesting curriculum
- Have high expectation of children's behaviour in class and around the school
- Treat everyone in the school community in the same way irrespective of gender, race, religion, sexuality
- Good classroom management with support from EYFS Lead and SLT
- Share information with parents/carers to support development
- To make reasonable adjustments in our behaviour approach for some children with specific needs
- Hold assemblies and workshops for children, parents/carers and school community



We recognise the consistency of language as crucial in supporting children's decisions and personal, social and emotional development. EYFS and KS1 staff aim to use positive language, fully involving the children in reflection to self-correct behaviour:

- Let's stop and think about the choices that you are making
- What should you be doing right now?
- How can I help you to make this better/easier for you?
- Good listening, kind hands and feet
- Regular and explicit praise for desirable behaviour
- Behaviour for learning supports children's behaviours appropriately in a large group setting, they learn to accept and tolerate others

Sanctions

Where there is a consequence to a child's challenging behaviour and a sanction is given by an adult it should be relevant and introduced soon after the event.

EYFS

- All children will start on a green card, this will be displayed on a sunshine. The aim is for the children to reach the rainbow. If they do, a sticker will be given 'Ask me why I was on the rainbow today'
- Verbal warnings and modelling from EYFS staff of our expectations, support and celebrate their successes i.e. 'Are you making the right choices? Are you following our values? How can we make this a better choice?'
- If a child does not correct their behaviour with EYFS staff support they will be told 'This is your warning, you need to think about your choices.' Next step is reflection time.
- If a child does not improve their behaviour they will move to an orange card, this will be displayed on the grey cloud after a 5-minute warning, reflection time will be used to discuss their behaviour and how they can correct it linked to our values. This may need to be repeated and moved to a red card, this will be displayed on the black cloud



- After three reminders a call can be made to the Behaviour Mentor and a visit to an SLT member of staff.
- Parents/carers will be informed by the Class Teacher/Cover Teacher unless a serious incident whereby the Behaviour Mentor or SLT will inform the parent. This will be through a face-to-face conversation, telephone call or an email. Parents can state their preference on how to be informed
- If a serious incident occurs this could result in suspension. This would be a white card – see school behaviour policy

KS1

- Follow the GTBG Positive card system – see the main school policy
- Verbal warnings and modelling from KS1 staff of our expectations, support and celebrate their successes i.e. 'Are you making the right choices? Are you following our values? How can we make this a better choice? This will be an orange card. See the behaviour policy
- If children do not improve their behaviour, they will have a 5-minute reflection time at break, lunch or 3pm to discuss their behaviour and how they can correct this linked to our values. This will be a red card. See the behaviour policy
- If the child does not correct their behaviour, they will have 10 minutes for reflection time. The child will return back to the class with their staff member supporting them to show their correct choices. This will be a black card. See our behaviour policy
- Parents/carers will be informed by the Class Teacher/Cover Teacher unless a serious incident whereby the Behaviour Mentor or SLT will inform the parent. This will be through a face-to-face conversation, telephone call or an email. Parents can state their preference how to be informed
- If a serious incident occurs this could result in suspension. This would be a white card – see school behaviour policy
- During Term 6 EYFS will be follow the KS1&2 sanctions in preparation for Year 1



Appendix B – Behaviour Guidance

Level	Unacceptable / Inappropriate behaviours	Person responsible	Responses / Consequences The adult can choose from...
Green Card	For showing the correct behaviours in school following the Behaviour Curriculum, Mission Statement and Values	All staff within school, C.T, office, support staff, Pastoral, behaviour, SLT etc.	GTBG praise pad certificates. Weekly A5 certificate Stickers Tally House points
<p>Level 1:</p> <p>Dealt with using the classroom behaviour management by teachers and support staff (including playground incidents at this level).</p> <p>Orange Card</p>	<ul style="list-style-type: none"> -Distracting other children /teacher -Calling out failing to listen -Lack of care about classroom/playground and equipment -Throwing sand/water/toys/other objects -Talking over the teacher -Disruption while children are working -Attention-seeking/ "winding up" other children -Making inappropriate noises (Excluding SEN needs) - Refusing to follow general instructions - Arguing back 	<p>Class teacher/Cover Teacher or support staff member</p> <p>If an incident happens during an unstructured time such as in breakfast club, or at lunchtime it is the responsibility of the staff member that witnessed this to report to the class teacher or cover teacher as soon as possible</p>	<p>Desired/appropriate behaviours taught, modelled</p> <p>Misbehaviours pre-empted, diverted away from</p> <p>Positive reinforcement of desired behaviour</p> <p>2 choices given</p> <p>Tactical ignoring</p> <p>Tactical pausing</p> <p>Non-verbal cueing</p> <p>Behavioural direction</p> <p>Rule reminder</p> <p>Distraction/diversion</p> <p>Comment- direction – command avoid</p> <p>"please", "use thank you"</p> <p>Common language, consistent use of mini scripts</p> <p>Direct questions use "what", "when", "how" or "where?"</p> <p>Avoid "why?" or "are you"?</p> <p>Partial agreement and refocusing</p> <p>Reminder about consequences and rewards</p> <p>Work back to a Green</p>



<p>Level 2:</p> <p>Behaviour that requires a consequence of missed minutes at break/lunch.</p> <p>Red card</p>	<p>Behaviours persisting despite Level 1</p> <ul style="list-style-type: none"> -Physical abuse – deliberate (but minor) pushing/ pulling hair, etc. -Repeatedly ignoring adult requests /instructions -Deliberate shouting out -Running/Pushing in -Not responding to requests to work -Preventing others from working -Disruptive behaviour Rudeness to others -Throwing small objects. -Unsafe behaviour climbing / tipping furniture -Leaving the class without permission <p>(SEN needs taken into account)</p>	<p>Class teacher/Cover Teacher or support staff member</p> <p>If an incident happens during an unstructured time such as in breakfast club, or at lunchtime it is the responsibility of the staff member that witnessed this to report to the class teacher or cover teacher as soon as possible</p>	<p>Consistent use of the above strategies</p> <p>Cool down time in calm corner or with behaviour mentors</p> <p>Clearing up of mess.</p> <p>Time taken away from playtime and or lunchtime</p> <p>Informal Restorative work</p> <p>Behaviour logged on Arbor as soon as possible</p> <p>Informal chat with parent/carer by Class Teacher/Cover Teacher via face to face, telephone call, or an email (check preferences)</p>
<p>Level 3:</p> <p>Behaviour that requires a consequence of missed minutes at break or lunch and restorative work. Class teacher to seek support from Behaviour Mentors or SLT.</p> <p>Black card</p>	<p>Continuation of negative behaviour despite Level 2 consequences</p> <ul style="list-style-type: none"> -Physical abuse/aggressive playground behaviour -threatening behaviour -Deliberate vandalism /misuse of equipment or property e.g. toilets, -Deliberate and repeated refusal to comply with adult requests, open rudeness 	<p>Teaching staff/Cover Teacher or support staff member, Behaviour Mentors</p> <p>Incidents reported to SLT</p> <p>If an incident happens during an unstructured time such as in breakfast club, or at lunchtime it is the responsibility of the staff member that witnessed this to report to the class teacher or cover teacher as soon as possible</p>	<p>KS2 to write in behaviour book to log reason for card</p> <p>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down</p> <p>Loss of minutes break/lunch</p> <p>Time out with behaviour mentors</p> <p>Restorative work</p> <p>Loss of privileges</p> <p>Apology letter</p> <p>Report Card reviewed with parents</p> <p>Behaviour logged on Arbor immediately with supporting witness</p>



	<p>Refusal to come into class after break or lunch</p> <p>Verbal abuse – deliberate swearing</p>		<p>statements and pupil voice.</p> <p>Parents informed by class teacher/Cover Teacher/Behaviour Mentors via face to face, telephone call or an email (check preferences)</p>
<p>Level 4:</p> <p>Behaviours that require immediate involvement from behaviour mentors or SLT.</p> <p>If Positive Handling was applied – the Bound and Numbered book needs to be completed the same day.</p> <p>White card</p>	<p>Persistent level 3 behaviour</p> <ul style="list-style-type: none"> -Racism, sexism and offensive name calling or other bullying or harassment -Theft -Physical attack on another pupil leading to injury -Physical attack on an adult -Bringing a weapon into school -Leaving site without permission (away from immediate boundaries) -Rage outbursts – maybe involving injuring another child or adult. <p>Dangerous behaviour (to self and others)</p> <ul style="list-style-type: none"> -Unmanageable behaviour/severe and constant disruption/complete defiance 	<p>Teaching staff/Cover Teacher or support staff member/Behaviour mentors/SLT</p> <p>Final decision regarding consequences is made by SLT</p> <p>If an incident happens during an unstructured time such as in breakfast club, or at lunchtime it is the responsibility of the staff member that witnessed this to report to the class teacher or cover teacher as soon as possible</p>	<p>Parents requested to come in to support the child in school</p> <p>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down</p> <p>Internal suspension</p> <p>Fixed Term suspension</p> <p>Permanent suspension</p> <p>Restorative work</p> <p>In – school suspension</p> <p>Report Card reviewed</p> <p>Care Plan/Behaviour Support Plan</p> <p>Referral to SEN/Behaviour/Pastoral Team</p> <p>Behaviour logged on Arbor immediately with supporting witness statements and pupil voice</p> <p>Parents requested to come in to support the child in school meeting with SLT/Behaviour Mentors/Pastoral Team</p>



Appendix C – Behaviour Curriculum

Introduction

At Warren Wood Primary School, we develop children’s character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate following our values from Nursery to Year 6. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others and show care to everyone in our school community. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. To ensure that we build the automatic routines all adults who are employed and volunteer at Warren Wood Primary School role model the routines at all times.

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects and Early Years Foundation Stage 7 areas of learning. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils’ ages and may be applied differently depending on individual pupils’ SEND needs. Sensitivity must be applied at all times when teaching the curriculum.



Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year going forward. Term 5 2023

Behaviour

Know that there are three behaviour expectations in school. These are to

- be respectful,
- be responsible,
- be safe.

Know the following examples of these three principles –

Be Respectful	Be responsible	Be safe
<ul style="list-style-type: none"> ● Say please and thank you ● Hold doors open for people ● Talk kindly to other pupils ● Say good morning/ afternoon to adults ● Respect others right to learn ● Respect school property by looking after it ● Use a calm and polite tone of voice ● Value differences ● Follow all adult instructions 	<ul style="list-style-type: none"> ● Completing homework on time ● Wearing correct school uniform ● Tidying up your own workspace and the classroom ● Accepting responsibility for making the wrong choices verbally or physically to other people 	<ul style="list-style-type: none"> ● Sitting sensibly in the classroom ● Walking through corridors ● Playing games that do not become too physical. ● Using calm and respectful tones when we communicate

Our Routines

Our staff use a silent signaller to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with **STAR**.

- S - Sitting or standing up straight
- T - Tracking the teacher
- A - Attention at all times
- R - Respect towards others



Fantastic Walking

Know that we walk around school using **Fantastic Walking** with an adult at the front of the line and back of the line, where available, stopping along the way to ensure everyone is in line still and following the routine.

Know that **Fantastic Walking** means –

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

Know that we use **Fantastic Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Fantastic Listening

Know that we use **Fantastic Listening** in class. This means that we use **STAR** –

- S - Sitting or standing up straight
- T - Tracking the teacher
- A - Attention at all times
- R - Respect towards others

Know that we all do **Fantastic Listening** to ensure everybody is able to learn without distractions. Know that pupils who do not follow school rules will have a consequence for this.

Fantastic contributing

Know that we expect all children to contribute in class. **Fantastic contributing** means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Using good manners

Know that I should always say ‘please’ when I am asking for something.

Know that I should always say ‘thank you’ when I receive something or someone does something nice for me.

Know that I should say ‘Good morning/afternoon’ to adults if spoken to.

Know that it is important to show gratitude to others by thanking people for what they have done for me.



Know that a calm and polite tone is respectful.

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchboxes on the trolley and water bottle in the box.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

Completing work in books

Know that I should always rule my work off with a pencil and ruler in KS2.

Know that I should always start a new page for my work in KS1.

Know that I should date every piece of work.

Know that if I am writing a title or LO, I must underline it with a pencil and ruler

Know that I should always start writing from the margin.

Know that in maths I should use one digit per box.

Know that in maths I should always leave a one square space between calculations.

Know that whenever I am drawing lines, I should use a ruler.

Know that I should respond to my teacher's marking using a purple pen.

Know how to correct mistakes by drawing a straight line through my work.

Transitioning within a lesson and at the end of a lesson

Know that when the teacher signals (1) I should stop what I am doing.

Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.

Know that when the teacher signals (3) I should move to my table/line up.

Know that when I am lining up, I should be quiet.

Playtime Behaviour

Know that I must walk from my classroom to the playground using **Fantastic Walking**.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be kind, by including people in my games and sharing equipment.



Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know to show respect and care for our playground equipment.

Lining up on the playground at break and lunchtime

Know to stand still when the first whistle is blown.

Know that when the second whistle is blown that I move silently to the line

Know that to wait silently until the teacher signals that the class is to walk into school.

Know that I am not allowed to stay in the corridors during breaks.

At the end of the school day

Know to follow the school routine for **Fantastic Walking** through school in silence.

Know to follow the Teacher to the dot on the playground in a straight line.

Know to wait until the teacher dismisses me to my parent/carer.

Know to return to the end of the line silently if my parent/carer is not there.

The Dinner Hall

Know that I use **Fantastic Walking** when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left over food into the correct bin.

Assembly

Know to follow the school routine for **Fantastic Walking** through school in silence.

Know to follow the teacher into the school hall and sit down quietly.

Know to follow the **Fantastic Listening** throughout the assembly.

Know to follow the instructions when leaving the school hall quietly to return back to class.



Appendix D – Restrictive Interventions, including Use of Force in School 2026

Aims and Principles

This document ensures a lawful, fair, reasonable and proportionate approach to restrictive interventions applied at Warren Wood Primary School. As a school we aim to be proactive in minimising the need to use restrictive interventions through early support, prevention and de-escalation strategies. We follow principles and guidance provided by TeamTeach. Currently, the Trust has 2 qualified Intermediate TeamTeach Trainers who provide the training and advice to the staff at Warren Wood Primary School ensuring consistency and high-quality support for both staff and pupils. This document provides statutory guidance in line with DfE Restrictive_interventions_2026.pdf around:

- Recording and reporting the use of force.
- Use of seclusion and its recording and reporting.
- Clarification on the use of reasonable force and the use of this power safely and appropriately.
- Minimising the need to use restrictive interventions.
- Support for staff working with pupils with SEND.

Power to use reasonable force for Further Education settings can be found in Section 85C of the Further and Higher Education Act 1992.

Terminology

Restrictive Intervention: a means to prevent, restrict, or reduce movement of the body, or part of the body, of a pupil. 'Restrictive interventions' is used as the umbrella term to describe both physical and non-physical actions aimed to restrain a student.

Reasonable Force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in certain circumstances. Reasonable force must meet 3-part test to be lawful, it needs to be reasonable, proportionate and absolutely necessary. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant Incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff. Significant Incidents require schools to record and report significant incidents of use of force to parents (s93A of the Education and Inspections Act 2006)



Seclusion: keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Seclusion cannot be used as a disciplinary response.

Restraint: intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches are considered forms of restraint. Restraint cannot be used as a disciplinary response

Use of Restrictive Interventions and Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent or stop a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

The decision on whether it is lawful to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff is expected to conduct a Dynamic Risk Assessment and consider their actions in the following terms:

- Is it reasonable.
- Is it proportionate.
- It is necessary.
- What impact the action may have on pupils' welfare.

We follow a graduated response approach to potential crisis situations. This means that, where possible, all staff will apply a number of de-escalation strategies before considering more restrictive interventions. Staff will always seek to maintain respect for pupil's dignity. They will also aim, where possible, to narrate the situation so the pupil knows what is happening and why but also explain what is expected of the pupil.

De-escalation strategies and graduated response are actively promoted through staff CPD, TeamTeach training and schools' guidance and policies. Warren Wood Primary School sets out the specific whole-school approaches as well as more targeted measures for individual pupils, depending on the school's needs and priorities.

The Senior Leadership Team at Warren Wood Primary School identify staff who require a certain level of training on the use of restrictive interventions. Initial training requires 6 hours (level1) or 12 hours (level 2) of theory and practical skills and is valid for 1 year. Staff



also receive annual refresher training to ensure that their knowledge and skills are up to date.

Seclusion

Seclusion is defined as an intervention involving keeping a pupil confined to a place away from others and preventing them from leaving. Seclusion can only be used as a safety measure to protect others from harm when a pupil is experiencing significant emotional or behavioural dysregulation. Seclusion cannot be used as a sanction or disciplinary action, and it should not be implemented by staff through the threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil must be supervised at all times during the period of seclusion. When an immediate risk of harm has reduced, the pupil should be allowed to leave if appropriate. Any incident involving the use of seclusion must be recorded and reported. Seclusion is not a disciplinary response to deliberate misbehaviour. In case of deliberate misconduct, the staff should refer to the school's Behaviour policy and Behaviour in Schools guidance.

Other Physical Contact

In line with DfE guidance, no school in the Trust has a 'no contact' policy. No school will grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. Any member of staff is expected to act reasonably and appropriately to meet their duty of care. In certain circumstances, it is appropriate for staff to have physical contact with pupils and this contact will not qualify as the use of reasonable force and other restrictive interventions. Examples of such circumstances are:

- Giving first aid.
- Holding the hand of a pupil at the front/back of the line.
- Walking together around the school or on a school trip.
- Helping a pupil to a space they have chosen to access to self-regulate.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, i.e. a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- The school's child protection (or any other relevant) policy.
- The applicable circumstances, such as whether there are other adults present the individual pupil's age.
- Any other factors, including SEND, Trauma, sensory sensitivities, or other vulnerabilities.
- Any alternative strategies that do not include physical contact can be used.



SEND

At Warren Wood Primary School, we recognise that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. In those circumstances, it is expected that our staff will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. 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.

The schools will also proactively work with the pupil, parents and other professionals to develop prevention and de-escalation strategies. Individual support, reasonable adjustments and any alternative arrangements will be included in the child's individual support plans. This will be supported by Positive Handling Plans, which detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. It will also describe agreed guides, holds and/or escorts, although this will never be an exhaustive list. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, the school will have Individual Risk Assessment in place and where possible, mitigate risks such as through training and prevention strategies. All the above documents will be reviewed with the pupil and their parent/carer at least termly or after any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Where a pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Recording and Reporting

Under the Human Rights Act 1998,10 Equality Act 2010, every school has an obligation to record and report incidents where staff use force or seclusion on a pupil.

Governing Bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Additionally, every school must ensure that a procedure is in place for recording each seclusion or restraint incident as part of the school's duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Any significant incident where handling and seclusion is used must:

- Be recorded as soon as practicable after the event (Incident Report) on CPOMs.



- Be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.
- Be recorded even if the use of restrictive interventions is agreed as a part of Positive Handling Plan and the child's individual plan(s).
- Be reported to parents/carers as soon as practicable but not later than the same day by a member of SLT or the Behaviour Team.

School will communicate this information to parents in writing. For example, via email or online messaging system. Additionally, to meet statutory guidance, a copy of the Incident Report will be shared with parents. Where possible, the school will invite parents to have a follow-up conversation about the incident.

The exceptions to the requirement to report are where:

- The pupil is aged 20 or over; or
- Doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

In circumstances where a restraint incident also constitutes a significant use of force, schools will follow reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 as outlined above. The same information does not need to be reported twice.

Monitoring

The Trust and Governing Bodies will take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force and seclusion and restraint are complied with. The Trust and Governing Bodies will regularly review and interrogate data on restrictive interventions to ensure school leaders:

- Identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- Identify areas of learning and development for the school around behaviour management.
- Understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures.
- Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.
- Are aware of any patterns and trends and know how the use of restrictive interventions might be avoided in the future.
- Hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation should be framed as part of the overall debriefing process (Post-Incident Debrief).



Complaints and Allegations

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in [https://www.gov.uk/government/publications/keeping-children-safe-in-education—2](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) will be followed.

Further Information

- <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>
- <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/mobile-phones-in-schools>
- Individual School Behaviour Policy
- Trust Suspension and Exclusion Policy

Relevant Legislation

- Education and Inspections Act 2006, especially sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Equality Act 2010



Appendix E – Biting (Early Years and Evergreen Centre)

Rationale

Biting is a common behaviour in young children and pupils with developing communication skills. It can occur when a child is unable to express needs, manage emotions, or regulate sensory input.

Biting is always taken seriously as it can be distressing for both the child who has been bitten and the child who has bitten.

At Warren Wood Primary School and The Evergreen Centre, we respond to incidents of biting in line with our Behaviour Policy, with a focus on:

- Keeping all children safe.
- Supporting communication and regulation.
- Teaching appropriate alternative behaviours.

Understanding Why Biting Happens

Staff will consider the underlying reasons for biting, recognising that it may be linked to:

- Communication difficulties or limited language.
- Frustration, anxiety or strong emotions.
- Sensory needs or seeking input.
- Desire for attention or interaction.
- Defence of personal space or objects.
- Teething or physical discomfort.
- Staff will use observation (who, what, when, where) to identify patterns and triggers and inform support strategies.

Immediate Response to Biting

For the child who has been bitten:

- Provide calm reassurance and comfort.
- Administer first aid where required.
- Clean and monitor the injury and seek medical advice if necessary.
- Record the incident (including body map if appropriate).
- Inform parents on the same day.



For the child who has bitten

- Respond calmly and firmly (e.g. “Biting hurts. We do not bite.”).
- Check the child is safe and not in distress.
- Avoid lengthy explanations in the moment, use clear, simple language.
- Support the child to regulate and move to a safe activity.
- Do not shame the child; reinforce that the behaviour is not acceptable.

Recording and Communication

- All incidents must be recorded in line with the school’s behaviour and safeguarding procedures.
- Parents/carers of both children will be informed on the same day.
- Confidentiality will be maintained, names of other children will not be shared.
- Patterns of behaviour will be monitored and shared with relevant staff.

Preventative Approaches (EYFS and Evergreen)

Staff will focus on prevention through:

- Close observation to identify triggers and patterns (ABC approach).
- Supporting communication using visuals, modelling and simple language.
- Teaching alternative behaviours (e.g. “stop”, “help”, “my turn”).
- Creating predictable routines and structured transitions.
- Providing sensory support where needed (e.g. chew tools, movement breaks).
- Ensuring high levels of adult supervision during higher-risk times (e.g. transitions, unstructured play).
- Reinforcing positive interactions and appropriate communication.

Targeted Support (Where Biting Persists)

Where biting is repeated or frequent:

- A behaviour support plan will be implemented.
- Further observation and assessment will be carried out.
- Environmental adjustments will be made to reduce triggers.
- Individual regulation and communication strategies will be introduced.
- Parents/carers will be involved in planning and reviewing support.
- External professionals may be involved where appropriate.



Supporting All Children

- Children will be supported to understand personal space and safe interactions.
- Staff will model and teach appropriate responses (e.g. moving away, asking for help).
- Victims of biting will be prioritised for comfort and reassurance.
- Children who bite will be supported to develop safer ways to communicate and regulate.

Consistency with Behaviour Policy

This appendix should be read alongside the school's Behaviour Policy.

Approaches to biting are:

- Consistent with our relational and restorative approach.
- Focused on understanding behaviour as communication.
- Underpinned by inclusive practice and SEND principles.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

