



STOKENCHURCH PRIMARY SCHOOL & NURSERY



AIMING HIGH ... FLYING HIGHER

Everything we do makes a difference to our children; empowering minds and shaping futures.



BEHAVIOUR & ANTI BULLYING POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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OUR CORE VALUES

At **STOKENCHURCH**, we strive to create a positive, supportive environment where every child can thrive, aiming high and flying higher. By embracing our school values, we create a school community where everyone can achieve their best and feel valued.

Our behaviour expectations are guided by the following core values:

1. **READY** Be prepared to learn and do your best.
2. **RESPECTFUL** Treat others, yourself, and our environment with kindness and consideration.
3. **SAFE** Act in ways that ensure everyone feels secure and protected.
4. **RESILIENT** Keep trying, even when things are difficult.
5. **CURIOUS** Ask questions, explore new ideas, and embrace a love of learning.
6. **CONFIDENT** Believe in yourself and your abilities.
7. **INDEPENDENT** Take responsibility for your learning and actions.
8. **SUCCESSFUL** Celebrate your achievements and aim to be the best version of yourself.

EXPECTATIONS FOR BEHAVIOUR

<p style="text-align: center;">READY</p> <ul style="list-style-type: none"> • Arrive on time with the right equipment and attitude for learning. • Listen attentively and follow instructions straight away. • Stay focused and give your best effort in all tasks. 	<p style="text-align: center;">RESPECTFUL</p> <ul style="list-style-type: none"> • Use kind words and actions towards everyone. • Look after school property and the environment. • Respect personal space and the feelings of others.
<p style="text-align: center;">SAFE</p> <ul style="list-style-type: none"> • Walk sensibly around the school. • Use equipment appropriately and safely. • Follow all safety rules, including during playtimes and in emergencies. 	<p style="text-align: center;">RESILIENT</p> <ul style="list-style-type: none"> • Persevere through challenges and mistakes. • View setbacks as opportunities to learn and grow. • Support others in building their resilience too.
<p style="text-align: center;">CURIOUS</p> <ul style="list-style-type: none"> • Ask thoughtful questions and seek to understand. • Show enthusiasm for new experiences and ideas. • Explore and investigate with a positive attitude. 	<p style="text-align: center;">CONFIDENT</p> <ul style="list-style-type: none"> • Share your thoughts and ideas with others. • Take pride in your strengths and celebrate your progress. • Be willing to try new things, even if they feel challenging.
<p style="text-align: center;">INDEPENDENT</p> <ul style="list-style-type: none"> • Take ownership of your learning and behaviour. • Organise yourself and take responsibility for your tasks. • Make good choices, even when no one is watching. 	<p style="text-align: center;">SUCCESSFUL</p> <ul style="list-style-type: none"> • Set goals and work hard to achieve them. • Celebrate personal and collective successes. • Help others succeed and share in their achievements.

AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate a child's property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

DEFINITIONS

MISBEHAVIOUR is defined as (but not restricted to):

Disruption in lessons, in corridors between lessons, or at break and lunchtimes	Breaches of the school Code of Conduct
Persistent incorrect uniform (sensitive to social circumstances)	Poor attitude / behaviours for learning
Non-completion of classwork	Disrespectful (aggressive) behaviour towards others or the school environment

SERIOUS MISBEHAVIOUR is defined as (but not restricted to):

Repeated breaches of the school rules	Theft
Any form of bullying	Repeated physical aggression (instigated) Aggression towards adults
Swearing	Smoking
Sexual harassment or violence	Racist, sexist, homophobic or discriminatory behaviour
Vandalism	Possession of any prohibited items, including knives, cigarettes, alcohol, mobile phones, etc.

BULLYING

Bullying is defined as **the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.**

Bullying is, therefore:

Deliberately hurtful	Repeated, often over a period of time	Difficult to defend against
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Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching/behaviour
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD IS RESPONSIBLE FOR:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

THE HEADTEACHER IS RESPONSIBLE FOR:

- Reviewing this policy in conjunction with the FGB, giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

TEACHERS AND STAFF ARE RESPONSIBLE FOR:

- Creating a calm and safe environment for children and reflection spaces in class where appropriate
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils- including a 'Roots and Fruits' analysis, behaviour mapping and Positive Intervention Plan (PIP)
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging children to meet the school's expectations
- The senior leadership team will support staff in responding to behaviour incidents

PARENTS AND CARERS, WHERE POSSIBLE, SHOULD:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Acknowledge and digitally sign the school's Home School Agreement

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them to tackle behavioural issues.

CHILDREN:

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to understand and meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

SCHOOL BEHAVIOUR CURRICULUM

Our approach is based on our 'Code of Conduct' which provides children with a structure on how to behave. Our Code of Conduct is on display in every classroom and learning area and will be discussed at the start of each new term (minimum) to ensure children fully understand the behaviour that is expected of them. Each child will have the opportunity to make informed choices in order to follow the rules. Inappropriate behaviour choices will not be accepted and the consequences they will lead to are detailed below.

STOKENCHURCH PRIMARY SCHOOL & NURSERY AIMING HIGH ... FLYING HIGHER Everything we do makes a difference to our children; empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	The STOKIE way: We wait and walk We say please and thank you	
2	We follow instructions given by all adults.	
3	We use kind hands and feet.	
4	We treat equipment sensibly.	
5	We show respect to others and our school.	
6	We listen carefully and respond (with delicious answers).	

STOKENCHURCH PRIMARY SCHOOL & NURSERY AIMING HIGH ... FLYING HIGHER Everything we do makes a difference to our children; empowering minds and shaping futures.			
We are always:			
READY	RESPECTFUL	SAFE	
CONSEQUENCES			
1	Warning		
2	Thinking Time		
3	Phase Leader		
4	SLT / Deputy Head		
5	Sent to Mr Stevens		
6	Parents Informed		

RESTORATIVE LANGUAGE

At **STOKENCHURCH**, our emphasis is on the positive approach of encouragement and praise, leading children to take responsibility for their own behaviour through making responsible choices. The use of language is key throughout and a focus on a restorative mindset is consistent.

TRADITIONAL 'RULES-BASED' MINDSET	RESTORATIVE MINDSET
What happened (rule broken)? Who's responsible (wrong doer)? What sanction do I need to enforce in order to (action): <ul style="list-style-type: none"> ○ Change behaviour ○ Deter others ○ Avoid re-occurrence / re-offending 	What happened (story)? Who's been affected and how (impact/harm)? What needs to happen to put things right (solution). How can I support this process in order to: (support) <ul style="list-style-type: none"> ○ Change behaviour? ○ Deter others? ○ Avoid re-occurrence / re-offending?

The language we use creates the reality we experience. Restorative language and having responsive conversations can generate opportunities for listening and participation, co-operation, build awareness of social responsibility and sensitively recognise social and cultural differences.

Speaking in a restorative and relational way means:

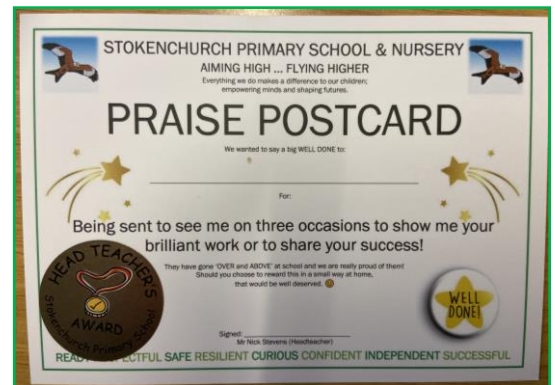
- Showing empathy and being attuned to the other person
- Being as neutral as possible
- Using non-judgemental language
- Using solution-orientated language if problem solving is needed

CELEBRATING SUCCESS

At **STOKENCHURCH**, our primary aim is to promote positive behaviour and encourage and praise children who make positive behaviour choices. To this end, all children who follow the school's Golden Rules will be rewarded appropriately and in a timely manner. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with, for example:

- Praise & Encouragement
- Classroom behaviour display
- House points (leading to stickers, certificates, badges, ties)
- Golden Time
- 'Stokie Star' certificate/Year group Star of the Term
- Special responsibilities/privileges
- Communication home e.g. through reading record or a phone call
- Mention in the newsletter / assembly
- Work publicly displayed
- Golden Folder (see Head Teacher - 3 entries = positive praise postcard home)
- Whole class or Year group rewards, in response to specific challenges/ goals being reached e.g. Kite's Kitchen award; Tidy Classroom trophy, etc.
- End of term certificates and awards



Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

RESPONDING TO CHALLENGES

Consequences are simply the resultant experience of the actions we take (or behaviour). We all need to experience consequences if we are to properly understand 'cause and effect'. Children need to understand consequences if they are to become both successful learners and responsible citizens. They are about learning and not about punishment.

We regularly use a 'PACE' approach when managing children's behaviour at **STOKENCHURCH**. PACE is an approach developed by Dr Dan Hughes, and American psychologist who works with children who have experienced trauma. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in our interactions with young people. It focuses on the whole child rather than just the behaviour to nurture / grow relationships. More details about PACE can be found via the link in **Appendix 3**.

All behaviour displays and the language used is age appropriate. When reminding a child about their behaviour or discussing their behaviour with them, the adult will be specific about the nature of the undesired behaviour and refer directly to the Golden Rules – Our Code of Conduct e.g. "I am giving you a warning because talking when I am talking is not respectful." For older children, the adult may ask them to explain which rule they are breaking and why.

Providing consequences:

The Behaviour Escalation Chart (Appendix 2) sets out the steps we will take to manage children's behaviour.

At **STOKENCHURCH** we aim to address behaviour challenges in a constructive and supportive way, helping children understand the impact of their actions and how to make positive changes.

Prevention and Early Intervention

- Positive phrasing - Re-state requested behaviour ('Walk in the hall. '; 'Put the pen in your pack.')
- Refocus (e.g. direct a learning question to the child)
- Distract (e.g. 'Could you help hand out the maths books')
- Reduce anxiety with targeted adult support
- Tactical ignoring (can this low-level behaviour be ignored?)
- Non-verbal cues (e.g. thumbs up, a glance, a smile)
- Expect compliance - 'Thank you' not 'Please.'
- Limited choice 'Complete the task here or on the round table. '/ 'Place the ruler in your pack or in your locker.'
- 'Check in' if required - quick conversation ('I saw you were distracted in maths. Is everything OK?')
- Use the 'Zones of Regulation' or similar to assess the child's emotional state – available in every room (See Appendix 8)

If behaviour persists or escalates:

- As above then: De-escalate 'You can sit there until you are ready. '/ 'We can discuss this at breaktime.')
- **Protective consequence:** Movement break; complete task in a quiet space to protect learning of others; accompany duty adult on playground.
- **Educational consequence:** Complete learning task in own time; tidy up mess; practise lining up.
- **Repair and restore:** Make amends by apologising or having restorative conversation to repair damage to relationship or property.

Logical Consequences

- As above then: De-escalate (Use de-escalation script then give children time to calm down).
- **Protective consequences:** Child stays off the playground or is re-seated to avoid further harm to others. Additional adult support as required.
- **Educational consequence:** An adult might model how to use the equipment or a child may be tasked with researching and explaining (e.g. online safety).
- **Repair and restore:** Conversation with Phase Lead/SLT: 'How are you feeling?'; 'How do you think X felt?'; 'How can we fix it?'; 'How can I help?'
- This conversation may lead to behaviour tracking (CPOMs), mapping of the functions of behaviour, roots and fruits or a recommendation for mentoring.

Involvement of Others

For repeated or more serious incidents:

- Inform parents or carers through a note, phone call, or meeting
- Create a personalised behaviour plan to help the child meet expectations e.g. sticker chart
- Involve other staff members, such as the SENCO, pastoral team, or headteacher, if needed
- **De-escalate:** Walkie-Talkie / Phone / Emergency Card for SLT support; Take child or whole class to a safe place (e.g. daily mile or into hall); Ensure an adult remains with child to reassure - use de-escalation script; Allow emotional recovery time
- **Repair and restore:** SLT involved and parents. Other agencies may be involved to support child.
- **Protective/Educational consequences:** This could involve working away from peers, reduced timetable, fixed term exclusion, consultation with other agencies; anxiety mapping or roots and fruits to develop an individual risk reduction plan.
- Any persistent bullying, racial, sexist or homophobic incidents should be treated as extremely serious.

LUNCHTIMES

Our trained Lunchtime Supervisors will also refer to our Code of Conduct and will give verbal reminders as and when appropriate. Should a child's behaviour continue to be inappropriate at play time, the supervisor may issue a 3-5 minute cool down time on the playground. The incident will be recorded on CPOMs (if appropriate) and consistently shared with the child's class teacher upon their return to class. If inappropriate behaviour continues, lunchtime staff will radio for additional support.

CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a neat, tidy, low-arousal environment that encourages children to be engaged
- Display the behaviour curriculum, Code of Conduct and school values
- Develop a positive relationship with children, which may include:
 - Greeting them in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, modelling and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

- We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm
- Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate

Please refer to our Child Protection and Safeguarding policy for more information.

RESPONDING TO MISBEHAVIOUR

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour consequences, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

The school will use 1 or more of the following consequences in response to unacceptable behaviour:

- A verbal reminder / warning and reminder of the expectations of behaviour
- Asking the child to move seat
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home
- Time Out - sending the pupil out of the class / time out at lunchtime
- Think Sheet (see Appendix 9)
- Attendance at a 'REFLECTION SESSION' - see guidance **Appendix 4**
- Loss of privileges - for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Parents informed (Model letters **Appendices 10, 11**)
- Blue Book and letter / parent meeting (3 entries)
- Inappropriate Language letter
- Agreeing a behaviour contract or PiP
- Removal of the pupil from the classroom
- Internal suspension
- Temporary suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The school has



STOKIE SCRIPT



Use child's name

"I can see that something's up."
"I'll give you a moment and come back to help you when you are ready"

"Well done / Thank-you / It's OK"

("Is there anything you need?")

"Talk to / Come with me and I'll listen."

developed a 'Classroom Management Plan' to provide consistency to our approach. See **Appendix 5**.

THE STOKIE SCRIPT

Where a child has become dysregulated, the school has developed an agreed script that will be used by any member of staff when communicating with the child.

REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with change. (We use the Norfolk Steps approach to the use of reasonable force and guidance for the use of physical force on the rare occasions it becomes necessary is at **Appendix 6**.)

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing a criminal offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound and Numbered book / on CPOMs and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions. The majority of staff members at **STOKENCHURCH** Primary School and Nursery have undertaken 'Step On' training, based on the Norfolk Steps approach, which provides a foundation knowledge in understanding and responding to behaviour within settings. This is an effective approach to the de-escalation of situations with a focus on use of language and emotionally connecting with a child. Further information is available at **Appendix 12**.

Where a physical intervention may be necessary in the interests of safety, delegated staff are trained in Step Up techniques. Any incident where physical intervention is used with a child, a Restorative Conversation Log must be completed and recorded on CPOMs. This may happen at the time or at a later time / date, depending on the child and the circumstances.

CONFISCATION, SEARCHES, SCREENING

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

CONFISCATION

Any prohibited items found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

SEARCHING A PUPIL

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher or Deputy Headteacher, or by the Headteacher or Deputy Headteacher themselves. The authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search. An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip. An authorised member of staff may search a child's outer clothing, pockets, possessions, desks or lockers.

SEARCHING PUPILS' POSSESSIONS

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

An authorised member of staff can search a child's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

MOBILE PHONES

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others.

Therefore, children are not permitted to have mobile phones at school or on trips. Those who require a mobile phone because they are walking home unsupervised (Y5 & Y6 children only), with the agreement of the class teacher, must switch off their phone when on school premises and hand it to their class teacher first thing in the morning and collect it again at home time (the phone is left at the owner's own risk).

Inappropriate use of mobile phones on school property will be addressed with the child's parents.

INFORMING THE DESIGNATED SAFEGUARDING LEAD (DSL)

The staff member who carried out the search should inform the DSL without delay. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMs).

INFORMING PARENTS

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable.

OFF-SITE MISBEHAVIOUR

Consequences may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

ONLINE MISBEHAVIOUR

The school can issue behaviour consequences to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

SUSPECTED CRIMINAL BEHAVIOUR

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher or other member of the Senior Leadership Team in their absence, will make the report.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Please refer to our Child Protection and Safeguarding policy for more information

MALICIOUS ALLEGATIONS

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy. Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

SERIOUS CONSEQUENCES

REFLECTION SESSION

Children can be issued with some reflection time during break or lunch time to consider their behaviour choices. The school will decide whether it is necessary to inform the child's parents. Guidance on the use of lunchtime Reflection Session can be found in **Appendix 4**.

REMOVAL FROM CLASSROOMS

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to re-regulate in a safe space

Children who have been removed from the classroom are supervised by a member of staff, and will be removed for a maximum of half a day. Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom by the class teacher. The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards / trackers
- Reduced timetable
- Long term behaviour plans/ PIP
- Referral to external agencies for support
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child, using the school's electronic reporting system, CPOMS.

SUSPENSION AND PERMANENT EXCLUSIONS

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to our Exclusions Policy for more information.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND have had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child concerned. These may include the following:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit for long periods of time
- Time out, for a short burst of energy-filled activity
- Running an 'errand'
- Adjusting seating plans to allow for a child with sensory issues, hearing impairment or impaired vision to sit in sight of the teacher and support staff as required
- Adjustment to uniform requirements for a child with sensory issues or severe eczema
- Training for staff in neuro diverse conditions, e.g. Autism
- Use of separation spaces, Rainbow Room or other designated Nurture areas where pupils can regulate their emotions during a moment or period of sensory overload
- Use of specialist equipment and support
- Scaffolded learning tasks and expectations
- Modified use of language and questioning

ADAPTING CONSEQUENCES FOR CHILDREN WITH SEND

When considering a behavioural sanction for a child with SEND, and using professional judgement, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Were their needs being met?
- Whether the child is likely to behave aggressively due to their particular SEND?
- Have reasonable adjustments been considered?

If the answer to any of these questions is yes, the school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

CONSIDERING WHETHER A CHILD DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

The school's Special Educational Needs Co-ordinators (SENCOs) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to co-produce the plan and review it on a regular basis.

CHILDREN WITH AN EDUCATION, HEALTH AND CARE (EHC) PLAN

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC Plan.

SUPPORTING CHILDREN FOLLOWING A CONSEQUENCE

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- Reintegration meetings
- Contact with class teacher
- Timetable adaptations
- Seating adjustments

- Personalised Positive Intervention Plan (PIP)

TRANSITION

INDUCTING INCOMING CHILDREN

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

PREPARING OUTGOING CHILDREN FOR TRANSITION

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to a child's behaviour issues may be transferred to relevant staff at the start of the term or year.

TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Our school behaviour policy
- Use of CPOMs
- The appropriate use of physical intervention
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Health and Safety
- Trauma and attachment

Behaviour management will also form part of continuing professional development.

MONITORING ARRANGEMENTS: MONITORING AND EVALUATING SCHOOL BEHAVIOUR

The school will collect data on the following:

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

The data will be analysed every term by the Deputy Headteacher, in conjunction with the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

MONITORING THIS POLICY

This behaviour policy will be reviewed by the Headteacher and the FGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. The written statement of behaviour principles (**APPENDIX 1**) will be reviewed and approved by the FGB annually.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies

- Exclusions policy
- Child Protection and Safeguarding policy
- Physical Restraint policy
- Online Safety Policy
- Safeguarding policy
- Home school agreement
- Uniform policy

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and, where necessary reasonable force, are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the FGB.



STOKENCHURCH PRIMARY SCHOOL & NURSERY



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APPENDIX 2: BEHAVIOUR ESCALATION CHART

ACTION	REASON	POSSIBLE CONSEQUENCES
REMINDER	<ul style="list-style-type: none"> • Breaking Stokie Code of Conduct • Not following instructions • Answering back • Low level disruption • Deliberately not completing tasks • Not cooperating, e.g. talking, deliberately making noises unnecessarily 	<ul style="list-style-type: none"> • Warning / reminder given in class e.g. proximity praise, non-verbal cue (look), teacher presence, positive reinforcement of expectations, say what behaviour you want to see, etc. • Pont to Code of Conduct • Not recorded on CPOMs
THINKING TIME	<ul style="list-style-type: none"> • Repeated instances • 3 clear reminders / warnings previously given • Arguing in class • Mishandling of school equipment • Name calling / inappropriate language • Disruption to learning • Refusal to work 	<ul style="list-style-type: none"> • Reflection: Think sheet / restorative conversation / thinking time – a few minutes away from the group to re-set (time taken to complete reflection paid back at end of session) • Cool off period / co-regulation • 3-5 minutes time out of class / partner class / change of space / change of face for re-regulation activity or consequence (e.g. movement break) • Restorative conversation/ letter of apology • Class teacher may notify parent via letter / phone call / meeting • Recorded on CPOMs if necessary
PHASE LEADER	<ul style="list-style-type: none"> • Repeated instances • No change to behaviours following Reflection 	<ul style="list-style-type: none"> • Sent to partner class with work to complete, maximum of 20 minutes, then return to class after re-regulation • Class teacher will notify parent via letter / phone call / meeting • Restorative conversation/ letter of apology • Recorded on CPOMs if necessary
SLT/ DEPUTY HEAD	<ul style="list-style-type: none"> • Repeated instances • Aggressive behaviours (isolated) • Swearing, rude gestures and verbal abuse (peers/ staff/ visitors) 	<ul style="list-style-type: none"> • Attend Reflection Session • Time out of class/ internal suspension to be logged, recorded and reported to Governors • Class teacher will notify parent via letter / phone call / meeting • Behaviour tracker applied for minimum 2 weeks • Recorded on CPOMs
MR STEVENS	<ul style="list-style-type: none"> • Repeated incidents of bullying • Racial, homophobic or similar abuse • Sexualised behaviours • Vandalism of school or others property • Repeated physical aggression (instigated) • Aggression towards adults • Stealing 	<ul style="list-style-type: none"> • Behaviour recorded in behaviour book • Attend Reflection Sessions(s) • Time out of class/ internal / temporary external suspension to be logged, recorded and reported to Governors • Discussions between staff/ SENDCo to plan additional support • Behaviour tracker applied for minimum 2 weeks • Formal communication with parents by Headteacher • Recorded on CPOMs
PARENT MEETING	<ul style="list-style-type: none"> • 3 entries in the behaviour book will trigger a formal meeting with parents 	<ul style="list-style-type: none"> • Behaviour contract/ PiP put into place • Temporary suspension • Exclusion

- Teachers and wider school staff will use their professional judgement to apply the expectations and consequences outlined above fairly and consistently, adapting accordingly to the circumstances of each incident and taking the needs of the children involved into account.
- The list above is not exhaustive and supportive by the entirety of our school behaviour policy, dynamically applied as required.
- The above measures are agreed following consultation with teachers, parents, children and governors.
- Each child will start each new day 'afresh' with the exception of a Reflection Session where appropriate.
- Copies of all written communications with parents will be retained on CPOMs.



APPENDIX 3: OUR PACE APPROACH

PACE is an approach developed by Dr Dan Hughes, and American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. More details about PACE can be found via the link below and on our school website.

<https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

APPENDIX 4: REFLECTION SESSION GUIDANCE

Purpose:

- To provide a safe, structured, reflective environment where children who have deliberately hurt or have been unkind to another child (or member of staff) have to attend.
- A space to help children to build social-emotional skills and resolve conflicts in a positive way.
- To complete work that a child has refused / failed to complete in class.

Goals:

- Reflect on actions – who has been affected, what they can do to ‘put things right’ and what they could do differently next time the situation arises.
- Teach restorative practices.
- Build a sense of accountability and empathy.

Who Will Join?:

Focus on children who:

Have deliberately hurt or been unkind to someone	Have refused to complete the work set (with reasonable adjustments)	Have caused significant disruption to the learning of others
--	---	--

Participation:

- Children referred by teachers / LSAs using daily online Google register
- Standard letter informing parents of child’s attendance, emailed / sent home and recorded on CPOMs

3X Referrals in a half term = following consecutive 5 days in REFLECTION SESSIONS

The Plan / Structure

- **Timings:** 12.15 – 12.45 (KS1); 1300 – 1330 (KS2)
- **Location:** PPA Room
- **Frequency:** Daily
- **Group Size:** Maximum 12 children
- **Supervision:** Headteacher / Member of SLT

Possible Activities

- **Restorative Circle Discussions:** Use structured dialogues to address conflicts or explore emotions
- **Reflection Sheet:** To be completed following an incident involving another child
- **Team-Building Games:** Encourage collaboration and trust
- **Role-Playing:** Practice resolving conflicts or demonstrating empathy
- **Mindfulness Practices:** Simple breathing exercises or meditation

Established Guidelines

- **Rules for Participation:** Respect others’ opinions
No interruptions or negative comments
Confidentiality within the group
Consistency: Maintain a consistent approach across all sessions

Involve Parents

- **Communication:** Inform parents about their child’s attendance and seek their support
- **Feedback:** Provide updates on their child’s progress

Monitor and Evaluate

- **Track Participation:** Record attendance and activities
- **Collect Feedback:** Use surveys or informal check-ins with children, teachers, and parents
- **Assess Outcomes:** Reduction in playground conflicts?
Improved peer relationships?
Increased use of restorative language and strategies by children?
Reduction of verbal abuse to staff?

Celebrate Success

- **Recognition:** Celebrate children's achievements and improvements
- **Share Success Stories:** Encourage buy-in from more children and staff
- **Seek Funding or Support:** Apply for small grants or involve local organisations to sustain resources

REFLECTION SESSION:

- If children refuse to complete their learning in class, their teacher can add them to the Reflection Session register (on the Google Drive)
- The child will eat first and then attend the PPA room with the work that they didn't complete and they will remain in the session until they have completed their work

APPENDIX 5: CLASSROOM PLAN

Focus: Wherever possible, we praise publicly and reprimand in private.

GIVE A VERBAL REMINDER	Specific, related to Code of Conduct, delivered in private if possible, using proximity praise first.
ASK CHILD TO MOVE SEATS	If a child continues to disrupt others' learning, ask them to move seats. "You are disrupting the other children's learning. I need you to come and sit and work here for a few minutes so that you can calm down." Once the child has calmed down, thank and praise them for calming down and working so well.
GIVE A CHOICE	Give the child a choice and time to process before intervening further. "You can choose to sit in your chair and do your work, or you can choose to do the work with me at playtime. I know that you will make the right choice." Try to say the word choice at least three times in the interaction.
ASK THE CHILD TO LEAVE THE ROOM	As a last resort, ask the child to move outside the classroom or to a partner class for 3-5 minutes. "You are disrupting my teaching and the other children's learning so I need you to leave the class so that you can calm down and the other children can carry on with their learning."
CALL FOR SLT SUPPORT	If a child is extremely dysregulated or there are repeated incidents that involve violence, racist or homophobic language call for a SLT member to come and speak to the child concerned. You can use the phone, a walkie-talkie or emergency assistance card for this purpose.

APPENDIX 6: STEP UP: PROMOTING POSITIVE BEHAVIOUR THROUGH A THERAPEUTIC APPROACH (GUIDANCE)

TRAINED STAFF SPRING 2025

EYFS	KS1	KS2	SLT/Pastoral Support
Charlotte Scales	Sam Elliott Louise Smye	Jack Pounder John Ratcliffe Charlie Showan Mackenzie Hoey	Nick Stevens Cat Howland Francesca Avery Stephen Sloan Liz Nash

- For your protection, unless you are trained, no member of staff is to attempt to restrain a child
- In extreme circumstances, i.e. imminent risk to self or others, this is permissible using STEP ON techniques.

EXPECTED GOOD PRACTICE

Behaviour analysis	Have you completed Roots and Fruits, behaviour mapping, individual Positive Intervention Plan, positive role modelling strategies? Behaviour Policy- has this been followed?
De-escalation	Have you used the individual's name, acknowledged their right to their feelings, told them why you are there, offered help, offered a 'get out' (positive phrasing), thought about your body language? Use of the stokie script: Use child's name "I can see that something's up." "I'll give you a moment and come back to help you when you are ready" "Well done / Thank-you / It's OK" ("Is there anything you need?") "Talk to / Come with me and I'll listen." Always think 'Disempower, distract and redirect'
Dynamic risk assessment	Legislation states: Remember: decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgement about: <ol style="list-style-type: none"> the chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; the seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified; and the relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified. Risk assess environment – remove children/furniture if necessary
PHYSICAL INTERVENTION NEEDED? EITHER:	
Support, guide, escort	Have you offered an arm, supportive hug, supportive arm, open mitten to stabilise and to turn?
Restrictive physical intervention	Do you need to use an elbow tuck – two person or lone worker, seated or standing, with or without additional support?

<p>Reflect, repair, restore</p>	<p>It is important to re-visit the experience with an individual who is calm, relaxed and reflective. The ability for an individual to be reflective will be on a continuum. There will be individuals who do not have this capacity and some who are able to be highly reflective around what has happened.</p> <p>RESTORATIVE QUESTIONING:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • How were you feeling? • How were the rest of the group feeling? • How can we make things better for you? • What can you do to help to put this right? • How can we make it OK for you to play/use the tools safely? • What could you do differently next time? • What do you think xxx might need? <p>RESTORATIVE ACTIVITIES:</p> <ul style="list-style-type: none"> • Supported thinking book/area • Social stories • Role-play with dolls, teddies, puppets • Restorative conversations • Solution focused approaches • Use signs, symbols to talk about emotions • Complete a 'Roots and Fruits' tree / 'blob people' sheet
<p>Post incident learning: 3 levels</p>	<ol style="list-style-type: none"> 1. The individual: Educational consequences, protective consequences, Restorative meetings. 'Thinking Book'. Social Stories. PSHE books. 2. The witnesses: Endeavour to talk to the peer group when the individual is not present. Give them scripts. Explain that; 'XXXX struggles with big feelings'. Praise them for not joining in. Reward as appropriate. Be aware that witnesses may need support to understand and manage how the behaviour of the individual has affected them. 3. The staff: Debrief after incidents as a team. Do ensure that you visit a member of SLT. Review positive intervention plans, construct plans, use Roots & Fruits. Review consequence/reward systems. If you need time out of class to do this then please ask a member of SLT. If you need to take a break, use your 'I need 5 minutes card'. 4. If there has been an injury to the member of staff, speak with first aider and ensure any medical treatment is sought then contact SS to complete necessary paperwork.
<p>Sharing and communication</p>	<p>Ensure contact with the parent/carer is made on the day whether this be face-to-face or via a phone call. Conversation is to be recorded on CPOMS ASAP (within 24 hours). All physical restraints to be recorded in the Bound and Numbered Book in the SENCO office. Strike through unused lines. This must then be uploaded to CPOMS.</p>
<p>Recording and reporting</p>	<p>Ensure completion of the following:</p> <ul style="list-style-type: none"> • record the restraint in the Bound and Numbered Book by the end of the day (upload to CPOMS) • log the incident from its beginning to end on CPOMS (factually) • Complete 'Restorative conversation log' with child (where possible). Adapt and amend to suit the needs of individual and upload to CPOMS. • Review, reflect, and evaluate procedures followed- what could be handled differently if it were to happen again? Discussion with SLT following use of physical intervention. Arrange a meeting with Stephen Sloan or Nick Stevens.



STOKENCHURCH PRIMARY SCHOOL & NURSERY



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APPENDIX 7: BEHAVIOUR POLICY CUE CARD

OUR CORE VALUES

At **STOKENCHURCH**, we strive to create a positive, supportive environment where every child can thrive, aiming high and flying higher. By embracing our school values, we create a school community where everyone can achieve their best and feel valued.

EXPECTATIONS FOR BEHAVIOUR

READY Be prepared to learn and do your best.	RESPECTFUL Treat others, yourself, and our environment with kindness and consideration.
SAFE Act in ways that ensure everyone feels secure and protected.	RESILIENT Keep trying, even when things are difficult.
CURIOUS Ask questions, explore new ideas, and embrace a love of learning.	CONFIDENT Believe in yourself and your abilities.
INDEPENDENT Take responsibility for your learning and actions.	SUCCESSFUL Celebrate your achievements and aim to be the best version of yourself.

AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

DEFINITIONS

MISBEHAVIOUR is defined as (but not restricted to):

Disruption in class and around school	Breaches of the Code of Conduct	Non-completion of classwork
Persistent incorrect uniform	Poor attitude	Disrespectful behaviour

SERIOUS MISBEHAVIOUR is defined as (but not restricted to):

Repeated breaches of the school rules	Theft	Sexual harassment
Any form of bullying	Fighting	Vandalism
Sexual violence	Smoking	Racist or discriminatory behaviour
Possession of any prohibited items, including knives, cigarettes, alcohol, mobile phones, etc.		

BULLYING

Bullying is defined as **the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.**

SCHOOL BEHAVIOUR CURRICULUM

Our approach is based on our 'Code of Conduct' which provides pupils with a structure on how to behave. Our Code of Conduct is on display in every classroom and learning area and will be discussed at the start of each new term (minimum) to ensure children fully understand the behaviour that is expected of them. Each child will have the opportunity to make informed choices in order to follow the rules. Inappropriate behaviour choices will not be accepted and the consequences they will lead to are detailed below.

CELEBRATING SUCCESS

At **STOKENCHURCH**, our primary aim is to promote positive behaviour and encourage and praise children who make positive behaviour choices. To this end, all children who follow the school's Golden Rules will be rewarded appropriately and in a timely manner. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with, for example:

Praise & Encouragement	'Stokie Star' certificate	Work publicly displayed
Classroom behaviour display	Special responsibilities/privileges	Golden Folder / Postcard home
House points	Communication home	Positions of responsibility
Golden Time	Mention in newsletter / assembly	Whole class or Year group rewards

RESPONDING TO CHALLENGES

We use a 'PACE' approach when managing children's behaviour at **STOKENCHURCH**. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. When warning a child about their behaviour or discussing their behaviour with them, the adult will be specific about the nature of the undesired behaviour and refer directly to the Golden Rules – Our Code of Conduct

RESPONDING TO MISBEHAVIOUR

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

A reminder / warning	Time Out	Referral to SLT	Behaviour contract or PiP
Moving seat	Reflection session	Parents Informed	Removal from classroom
Written task / account	Loss of privileges	Blue Book	Temporary exclusion
Work completed at home	Community service	Daily Behaviour Tracker	Permanent exclusions

THE STOKIE SCRIPT

Where a child has become dysregulated, the school has developed an agreed script that will be used.

PHYSICAL INTERVENTION

Guidance for the use of reasonable force is available.

All members of staff have a duty to use physical intervention to prevent a pupil from: Causing disorder, hurting themselves or others, damaging property, committing an offence.

The majority of staff members at **STOKENCHURCH** Primary School and Nursery have undertaken Step On training which provides a foundation knowledge in understanding and responding to behaviour within settings. This is an effective approach to the de-escalation of situations.

Where a physical intervention may be necessary in the interests of safety, delegated staff are trained in Step Up techniques. Any incident where physical intervention is used with a child, a Restorative Conversation Log must be completed and recorded on CPOMs.

SUPPORTING CHILDREN FOLLOWING A CONSEQUENCE

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

STOKENCHURCH PRIMARY SCHOOL & NURSERY AIMING HIGH ... FLYING HIGHER Everything we do makes a difference to our children; empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	The STOKIE way: We wait and walk We say please and thank you	
2	We follow instructions given by all adults.	
3	We use kind hands and feet.	
4	We treat equipment sensibly.	
5	We show respect to others and our school.	
6	We listen carefully and respond (with delicious answers).	

STOKENCHURCH PRIMARY SCHOOL & NURSERY AIMING HIGH ... FLYING HIGHER Everything we do makes a difference to our children; empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Thinking Time	
3	Phase Leader	
4	SLT / Deputy Head	
5	Sent to Mr Stevens	
6	Parents Informed	

STOKIE SCRIPT

Use child's name

"I can see that something's up."
"I'll give you a moment and come back to help you when you are ready"

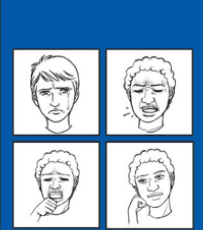
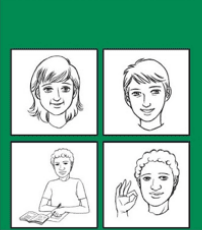

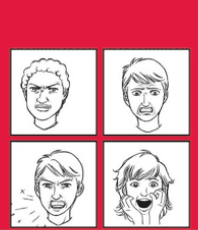
"Well done / Thank-you / It's OK"
("Is there anything you need?")

"Talk to / Come with me and I'll listen."

APPENDIX 8: OUR ZONES OF REGULATION APPROACH

The 'Zones of Regulation' program used in schools to help build safe, supportive environments that foster learning and well-being for all.

The ZONES of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The aims are to help children to understand themselves better and benefit from:

- Increased self-awareness and social and emotional skills
- A common language for communication, problem solving, and emotional understanding
- More time spent on learning instead of on behaviour management
- A healthier, more inclusive school climate

<https://zonesofregulation.com/>

We actively use this approach to support our children at **STOKENCHURCH**.



STOKENCHURCH PRIMARY SCHOOL & NURSERY



AIMING HIGH ... FLYING HIGHER

Everything we do makes a difference to our children; empowering minds and shaping futures.

THINK SHEET

I HAVE BEEN ASKED TO COMPLETE THIS THINK SHEET BECAUSE:

I DID THIS BECAUSE:

THIS MEANS I WAS NOT BEING (colour / shade):

READY	
RESPECTFUL	
SAFE	

The CODE(S) I HAVE BROKEN ARE
(colour / shade):

1	4
2	5
3	6

MY ACTIONS MAKE ME FEEL (colour / shade):

HAPPY	SAD	FRUSTRATED	ANGRY
SHOCKED	EMBARRASSED	ASHAMED	CONFUSED

Other: _____

I CAN FIX MY POOR CHOICE BY:

CHILD		TEACHER		DATE	
-------	--	---------	--	------	--

STOKENCHURCH PRIMARY SCHOOL & NURSERY
AIMING HIGH ... FLYING HIGHER
Everything we do makes a difference to our children; empowering minds and shaping futures.

We are always:

READY	RESPECTFUL	SAFE
-------	------------	------

OUR CODE OF CONDUCT

1	The STOKIE way: We wait and walk We say please and thank you	
2	We follow instructions given by all adults.	
3	We use kind hands and feet.	
4	We treat equipment sensibly.	
5	We show respect to others and our school.	
6	We listen carefully and respond (with delicious answers).	



STOKENCHURCH PRIMARY SCHOOL & NURSERY



AIMING HIGH ... FLYING HIGHER

Everything we do makes a difference to our children; empowering minds and shaping futures.

Date: _____

Dear parent/carer of _____,

RE: INAPPROPRIATE / DISRESPECTFUL LANGUAGE IN SCHOOL

The vast majority of the time our children are well-behaved and wonderfully polite. They are a credit to you and to our school community. However, there are rare occasions when some children can be disrespectful to the adults in school, and/or to their peers.

We would like to work in partnership with you to help eradicate this behaviour and therefore need to report to you that today, _____ spoke to an adult / child using the following language:

They have received a consequence in school in line with our school behaviour policy but we are sure you will also want to talk with them at home. A copy of our school Code of Conduct and Behaviour Escalation Chart accompanies this letter to help you frame your discussion.

We will be talking to the children regularly about how communicating respectfully is necessary for future success both in and out of school and are confident that you will do the same.

We would be grateful if you would acknowledge receipt of this letter by returning the attached slip to your child's class teacher or to the school office.

Thank you for your time and your continued support,

The Senior Leadership Team
STOKENCHURCH Primary School & Nursery

RE: INAPPROPRIATE / DISRESPECTFUL LANGUAGE IN SCHOOL

CHILD'S NAME:	
I RECEIVED THE LETTER DATED:	
SIGNED:	
PRINT NAME:	
RELATIONSHIP TO CHILD:	



STOKENCHURCH PRIMARY SCHOOL & NURSERY



AIMING HIGH ... FLYING HIGHER

Everything we do makes a difference to our children; empowering minds and shaping futures.

Date: _____

Dear parent/carer of _____,

RE: INAPPROPRIATE BEHAVIOUR IN SCHOOL

The vast majority of the time our children are well-behaved and wonderfully polite. They are a credit to you and to our school community. However, there are rare occasions when some children make choices that do not hold up our school values or conform to our school behaviour policy.

Today, _____ broke our Code of Conduct and we would like to work in partnership with you to help your child learn that their choices on this occasion have been inappropriate and to equip them with the skills and experiences that help support a more positive outcome in the future.

Brief summary:

--

They have received a consequence in school in line with our school behaviour policy but we are sure you will also want to talk with them at home. A copy of our school Code of Conduct and Behaviour Escalation Chart accompanies this letter to help you frame your discussion.

We have fully investigated the circumstances of the incident described above and spoken to all children involved where appropriate. For reference, a copy of our Code of Conduct and Behaviour Escalation Chart can be found on the reverse of this letter.

We would be grateful if you would acknowledge receipt of this letter by returning the attached slip to your child's class teacher or to the school office.

Thank you for your time and your continued support,

The Senior Leadership Team
STOKENCHURCH Primary School & Nursery

RE: INAPPROPRIATE BEHAVIOUR IN SCHOOL

CHILD'S NAME:	
I RECEIVED THE LETTER DATED:	
SIGNED:	
PRINT NAME:	
RELATIONSHIP TO CHILD:	

APPENDIX 12: NORFOLK STEPS GUIDANCE

Norfolk Steps is the approach used to support our behaviour policy at **STOKENCHURCH**, providing training and resources to schools to support early intervention and prevention through a whole-school approach, including managing behaviours that challenge or may risk harm.

Step On is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday non-restrictive physical interventions.

Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.

More information about the approach and resources that can be used to support children in schools can be found by following the links below.


[What is Norfolk Steps?](#)

[Norfolk Steps Resources](#)

APPENDIX 13: GUIDE TO ACRONYMS

CPOMs		PIP	Positive Intervention Plan
DSL	Designated Safeguarding Lead	PPA	Planning, Preparation & Assessment
EHCP	Education & Health care Plan	SEND	Special Educational Needs & Disabilities
FGB	Full Governing Body	SENDCo	Special Educational Needs Coordinator
PACE	Playfulness, Acceptance, Curiosity, Empathy	SLT	Senior Leadership Team

APPENDIX 14: DAILY BEHAVIOUR TRACKER



STOKENCHURCH PRIMARY SCHOOL & NURSERY

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DAILY BEHAVIOUR TRACKER

CHILD'S NAME	CLASS	DATE						
Harmful								
Challenging								
1st Signs								
Positive								
Time / Lesson								
COMPLETED BY			DISCUSSED WITH CHILD	YES	NO	COPY SENT TO PARENT	YES	NO

READY RESPECTFUL SAFE RESILIENT CURIOUS CONFIDENT INDEPENDENT SUCCESSFUL