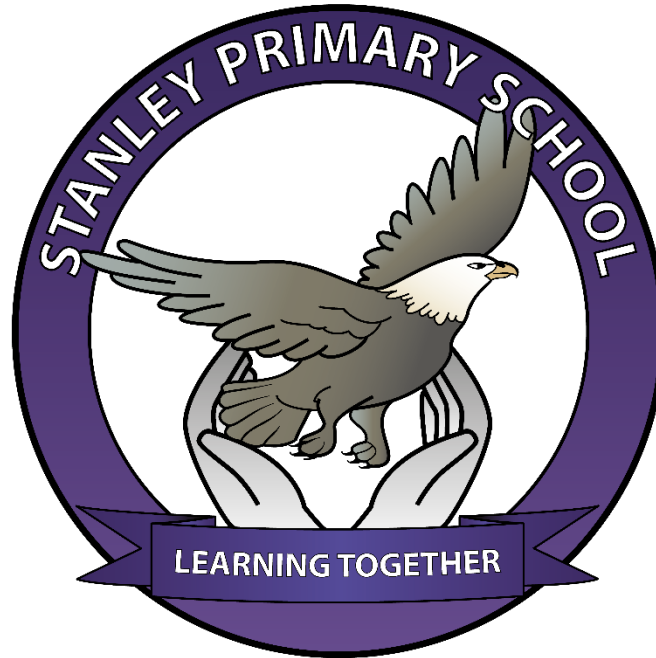


STANLEY PRIMARY SCHOOL



REGULATION, RELATIONSHIPS AND READINESS TO TO LEARN POLICY

Approved by:	Headteacher	Date: September 2009
Last reviewed on:	September 2026	
Next review due by:	September 2027	

AIMS AND OBJECTIVES

It is a primary aim of Stanley Primary School that every member of the school community feels valued and respected; and that each person is treated fairly and well. This policy aims to promote a culture of shared responsibility for behaviour management between staff, parents and pupils to create an environment where we all feel happy, safe and secure. This will be done through the consistent promotion of positive behaviours and relationships, working with parents and pupils at the earliest opportunities to encourage children to self-regulate behaviour. Our children and staff are 'Proud to be Purple' in our 'Stanley family' as we focus on being SMARTER (Sensible, Motivated, Aiming High, Resilient, Team Players, Enthusiastic and Respectful)

The school has a few rules, but our behaviour policy is not primarily concerned with rule enforcement. 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, considerate and consistent way.

Stanley Primary does not just expect good behaviour—it **actively teaches it**, just like any other subject.

1. Teaching Clear Values (SMARTER)

Behaviour is taught through the school's **SMARTER values**:

- Sensible
- Motivated
- Aiming High
- Resilient
- Team Players
- Enthusiastic
- Respectful

These values are:

- Regularly discussed in class
- Referred to in lessons and assemblies
- Used by staff to explain expectations

Children learn *what good behaviour looks like and why it matters*.

2. Modelling by Adults

All staff:

- 
- Demonstrate respectful, calm behaviour
 - Show positive relationships in action
 - Use consistent language

Children learn behaviour by **seeing it modelled every day**.

3. Consistent Routines and Expectations

Behaviour is explicitly taught through:

- Daily routines (start of day, lessons, transitions, playtime)
- Clear instructions and reminders
- Step-by-step guidance when things go wrong

This helps children understand exactly **what to do in different situations**.

4. Ongoing Reinforcement Through Praise and Rewards

Positive behaviour is continually reinforced through:

- House points
- Stickers and awards
- Celebration assemblies
- “Proud to be Purple” recognition

Children learn which behaviours are expected because they are **noticed and rewarded**.

5. Teaching Through Reflection (When Things Go Wrong)

When behaviour isn’t appropriate, staff:

- Explain what the child has done
- Discuss what the better choice would have been
- Give time to reflect

At higher steps:

- Children may work in a quiet space (*Reflect*)
- They may discuss how to improve next time



This teaches **self-regulation and responsibility**, not just consequences.

6. Personalised Teaching for Individual Needs

For children who need extra support:

- Personal Regulation Plans are created
- Triggers and strategies are identified (ABC charts)
- Specific skills (e.g. calming strategies, choices) are taught

Behaviour is taught in a **targeted, supportive way** for each child.

7. Direct Teaching About Bullying and Safety

Children are explicitly taught:

- What bullying is (repeated, intentional harm)
- How to recognise it
- What to do (tell a trusted adult)

This helps children understand **boundaries, safety, and respect**.

8. Strong Adult Guidance and Coaching

Staff consistently:

- Remind children of expectations
- Give clear choices
- Coach children through situations

Behaviour is treated as a **skill to be learned**, not just corrected.

Children who feel secure within the school environment are more likely to behave well and to become positive, responsible and increasingly independent members of the school community. For this reason, continuity and stability in the organisation of the school are key features of our policy.

The school expects every member of its community to behave in a considerate way towards others.

In short we aim to:

- Provide a consistent approach to behaviour management

- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

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 pupils
- 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 pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Vandalism
 - Theft
 - Fighting
 - Smoking
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarette
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

BULLYING

Bullying is defined as the repetitive, intentional harming of 1 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

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: Racial Faith-based Gendered (sexist) Homophobic/biphobic 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
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti bullying policy. We also have support within school through our Pupil Engagement Officer and TA based within the library for children to talk to independently if they have concerns.

ROLES AND RESPONSIBILITIES

The Governing Board

The governing body 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

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- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher and SLT

The headteacher is responsible for:

- It is the responsibility of the HT under the School Standards and Framework Act 1998 to implement the school 'Behaviour to learn' policy consistently throughout the whole school, and to report to Governors when requested. It is also the responsibility of the HT to ensure health, safety and welfare of all children and staff in school.
- Reviewing this policy in conjunction with the governing body
- 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 pupils
- 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 pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- 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 pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

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- Recording behaviour incidents promptly on CPOMs
 - Challenging pupils to meet the school's expectations
 - The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents play a vital role in the education of their child. Several studies have proven that collaboration between parents and teachers improves children's academic achievement, work habits, social skills and emotional well-being.

When parents are involved in their education, children do better on a wide range of measures. These positive effects include better behaviour, more confidence and greater self-esteem.

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
- 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

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, and working in collaboration with them to tackle behavioural issues. Our aim is to work with parents to agree appropriate, consistent expectations, targets and actions before unacceptable behaviour has an opportunity to escalate. Therefore, it is vital that parents make themselves available for discussions with staff on request, and staff to parents through an agreed appointment system.

It may be appropriate for children that display consistently unacceptable behaviour to have a personalised regulation plan written for them. This plan will be shared with Parents/Carers and will outline clearer expectations and consequences; a personalised regulation plan will, ideally, be reviewed after 6 weeks with the class teacher, pupil engagement officer and alongside the SENCo, if necessary.

We expect all adults to behave in a reasonable and civilised manner towards ALL school staff. Incidents of verbal or physical aggression towards staff will be taken extremely seriously and may be referred to Police for further action in line with our Zero Tolerance Policy.

Stanley School Council

Stanley School Council meets regularly, assisting in many decisions made in our school. As part of their duties the School Council discuss and review activities, rewards, rules, consequences and their implementations.

SCHOOL BEHAVIOUR OUTLINE

Positive Reinforcement Used in School (Appendix 1)

Stickers/stamps/house points are used daily around school during lesson time and lunchtime to recognise a variety of positive achievements. There are also a multitude of display boards around school which display examples of good work, certificates and general achievements by pupils and Stanley Primary School as a whole.

Proud to be Purple class weekly award

Each week all children will receive 20 minutes of reward time for showing an exceptional attitude in all areas of school life and are following our SMARTER rules – Sensible, Motivated, Aiming high, Resilient, Team players, Enthusiastic and Respectful.

Superstars

Each week a child in each class is awarded the 'Superstar'. This is for showing an exceptional attitude in all areas of school life and are following our SMARTER rules – Sensible, Motivated, Aiming high, Resilient, Team players, Enthusiastic and Respectful.

House Point System

The emphasis on the children's behaviour should be on rewarding positive actions. Through our SMARTER VALUES, the school has a successful system for rewarding individual pupil's with house points.

The children are members of one of four colour teams; red, yellow, green and blue. Each team has three Year 6 house captains. We also have a Head Girl and Head Boy in school who support the Senior Leadership team and staff in school.

Children in Years 1 through to 6, receives house points on an award card. When the award card is full they receive a badge in our weekly awards assembly (Friday assembly). They can achieve the following awards that become progressively more difficult to achieve:

Bronze Award – 36 stamps

Silver Award - a further 72 stamps

Gold Award - a further 108 stamps

Platinum Award - a further 144 stamps

Children are awarded a badge and a letter for their parents. Children who have achieved their gold or platinum badge have their parents/guardian formally invited to attend the assembly that takes place at the end of a term.

The house points collected on an individual basis also contribute towards a weekly house total for the whole school which is announced to the children in assembly at the end of the week. A record is kept of the house totals in both halls on an interchangeable display (the format is decided by the children at



house meetings at the start of each academic year). At the end of each term, the winning house chooses a reward.

Reading awards

We encourage all our children to read 3 times a week at home and we will award them with the following:

Bronze reading ticket for reading 3 x a week for 10 weeks.

Silver reading ticket for reading a further 3 x a week for a continued 10 weeks.

Golden reading ticket and a new book for reading a further 3 x a week for a continued 10 weeks.

Star Writer certificate

Each week, one piece of work from each class will be chosen by the class teacher from any subject and displayed within the school.

Pen Licence

Children from Year 3 upwards can be awarded a pen licence for using continuous, cursive handwriting or for some children this might also include a neat and legible style for them.

Year 3 and Year 4 - TT Rockstars champion

At Stanley Primary School, we encourage Year 3 and Year 4 to actively complete and compete in TT Rockstars at home and at school. Each week, we have a winning champion from each class. There is also a weekly winning class and this is totalled up over the half term meaning the winning class also gets to choose a reward.

Headteacher's Award

A certificate is awarded once per term to a child from each class to celebrate exceptional, continuous attitude in all areas of school life linking to our SMARTER values. Class teachers liaise with the Headteacher.

CONSEQUENCE STRUCTURE (Appendix 2 is a visual of this)

Level 1:	
<u>Classroom:</u>	<u>Playtime / Lunchtime:</u>
Every day your child's name will start on - 'Proud to be purple'. Teachers will regularly: • Address small issues immediately • Encourage quick apologies or corrections • Reinforce 'better choices' in the moment	Verbal warning given If the behaviour continues, the child is removed from the activity or situation and/or child is given 5 minutes reflection time. Child shows repeated behaviour they will be excluded from lunchtime activities and sent inside to Reflect. Staff will radio for a member of SLT to collect the child off the playground.
<u>Step 1: REMINDER</u> If your child displays any low-level behaviour, they will be given a clear reminder of the expectations with positive choices reinforced – if this continues, they will be given a second verbal warning and your child will move to Step 2.	Staff involved: Class teacher/Teaching staff/Teaching Assistants/Welfare staff/ Pupil Engagement officer/ SLT. If a child is sent to Reflect parents will be informed.
<u>Step 2: WARNING</u> If this behaviour continues, a member of teaching staff will speak to your child briefly about their behaviour and they will be reminded again of the expectations, quick apology or correction will be encouraged. If there is no improvement in behaviour your child will be moved to Step 3 meaning a consequence will be given – they will start to lose minutes from the whole class reward. However, at Step 2 this can be earned back. Pupils will be supported to repair relationship and reintegrate positively back into learning.	Other interventions might include reflection time in the KS2 library, protected play inside our KS1 school quad area, lunchtime suspensions whereby a parent will need to collect them and bring them back at the end of lunch. This will always be discussed with parents / carers on the telephone and this will be recorded on our electronic system.
<u>Step 3: REFLECTION & REPAIR</u> If no improvement is seen your child will be asked to complete their work in another class (partner class) or in Reflect - your child will be spoken to again. When the teaching staff, feel they are ready, they will return to class and will	

give an apology, fix work, re-do work for example. They may also miss part of their playtime to reflect on this behaviour and decide with the teacher how much time they will lose from the whole class reward time. Children can not earn this back. Teacher will ensure child is 'Ready to Return' to learning with agreement on next steps.

Child will apologise (verbal or written), fixing or replacing something, helping the person affected, completing missed learning, practising the correct behaviour.

Step 4:

Child will return to class and if behaviour continues teaching staff will radio for the support of SLT - this may result in missing part or whole of lunchtime / break time. They will lose all their whole class reward time. This time will then be spent with SLT reflecting on their behaviour and how changes can be put in place for the following week.

Unacceptable behaviour will fast track your child straight to Step 4 or 5.

Staff involved: Class teacher/Teaching staff/Teaching Assistants/Pupil Engagement officer/ SLT.

Parents / carers will be informed if their child reaches Step 3 or more and this will be recorded on our electronic system. Each day they will start on Step 1, and your child will have a personalised 'minute strip' that reminds them of reward time remaining.

Level 2: Target programme

Child has shown repeated incidents of unacceptable behaviour. Parents to be invited into school to discuss next steps to improve behaviour and a Personalised Regulation Plan to be implemented (Appendix 5) which is specific to the child's needs. This is carried out in consultation with the Assistant / Deputy Head and the Pupil Engagement Officer. The Graduated Approach will be followed, and an ABC chart (see appendix 4) will be completed by the class teacher.

Staff involved: Assistant Headteacher/ Deputy Headteacher/Class Teacher/Pupil Engagement Officer/Teaching Assistant/SLT

Level 3: Advisory services

Formal involvement of LEA and specialist services to aid with advice and recommendations. These will be placed on a Plan Do Review (Please see our SEN/D policy and parent flow chart)

Level 4: Headteacher/Governor's child disciplinary committee

No improvement in behaviour would result in the Headteacher producing a report to Governors to consider permanent exclusion

All staff will use a shared language to ensure consistency to build reflection, accountability and forward thinking. All children are supported to rejoin learning positively with a clean fresh start approach. Please see appendix 8.

*ABC Chart is an observational tool that allows the class teacher to record information about particular behaviours. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. This allows us to check for triggers where the behaviour is most likely to occur and develop a positive plan to move forwards (Appendix 4)

SERIOUS SANCTIONS

Detention

Pupils in Key Stage 2 can be issued with after school detentions during term time.

At Stanley Primary School, behaviour is supported through a restorative approach. Following any incident, pupils are guided to reflect, repair harm caused and rebuild relationships. Staff support pupils in understanding the impact of their actions and making positive choices moving forward. Reintegration into the classroom is carefully supported to ensure pupils feel ready, successful and able to make a fresh start.

Restorative Practice and Reintegration

At Stanley Primary School, behaviour is supported through a consistent restorative approach. Following any incident, pupils are expected to reflect on their actions, understand the impact of their behaviour and complete a meaningful repair.

Staff support pupils through structured conversations to:

- Recognise what happened
- Understand how others were affected
- Take responsibility
- Identify how to make better choices



Repair may include apologising, restoring relationships, completing missed learning, or contributing positively to the school community.

All pupils are supported to reintegrate successfully back into learning. Reintegration includes:

- A calm check-in with an adult
- A clear 'fresh start' message
- An agreed plan for success

This approach ensures behaviour is treated as a learning process and supports all pupils to develop responsibility, resilience and positive relationships.

Behaviour at Stanley is explicitly taught through a consistent restorative approach. Pupils are routinely supported to reflect, repair and reintegrate following any disruption, ensuring that behaviour is understood as a learning process. This results in strong relationships, reduced repeat incidents and pupils who take increasing responsibility for their actions.

The school will always inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

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 school is not obliged to provide lunchtime supervision and any child who continually misbehaves, or is involved in serious incidents at lunchtime, may be required to go home for lunch.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please see Appendix 7 which outlines the reintegration process back into school.

Please refer to our Exclusions Policy for more information.

MOBILE PHONES



The school strongly discourages pupils from bringing mobile phones, smart watches or other personal communication devices onto the school site. However, we recognise that some pupils travel to and from school independently and that parents/carers may wish their child to have a mobile phone for safety reasons whilst travelling. Where a pupil brings a mobile phone to school, it must be switched off before entering the school grounds and handed directly to their class teacher at the start of the school day. Devices will be stored securely in the class stockroom and returned to pupils at the end of the school day. Mobile phones and similar devices must not be accessed or used at any point during the school day. Whilst the school will take reasonable care in storing devices, they are brought onto the premises entirely at the owner's risk. The school accepts no liability for any loss, theft or damage to mobile phones or other personal electronic devices brought into school. Any pupil who fails to follow this procedure may be subject to sanctions in accordance with the school's Behaviour Policy.

SAFEGUARDING

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

We will consider whether a pupil'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.

REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. The safety and wellbeing of all pupils and staff is paramount. 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 an 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 and reported to parents (see appendix 6)

- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

At Stanley Primary School we have members of staff trained in 'Teach Teach'. This is positive management of child aggression and disruption.

Please refer to our see our Physical Intervention Policy. (Appendix 6 shows how we record this).

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 (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

OFF-SITE MISBEHAVIOUR

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

Sanctions may also be applied where a pupil 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

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

ONLINE MISBEHAVIOUR

The school may issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- 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 pupil is under the lawful control of a staff member.

Please refer to our Mobile Technology User policy and Online Safety Policy.

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil 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/member of the senior leadership team or our PEO will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information

MALICIOUS ALLEGATIONS

Where a pupil 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 pupil in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND 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 pupils with SEND ([Children and Families Act 2014](#))

- If a pupil 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 a personalised regulation plan to support to prevent these from occurring.

Please refer to our SEND Policy.

MONITORING ARRANGEMENTS

Monitoring and evaluating school behaviour

The school will monitor and evaluate 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

This information 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 pupils 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 full governing board at least annually, or more frequently, if needed. At each review, the policy will be approved.

The written statement of behaviour principles (which can be found on our website) will be reviewed and approved by the full governing board annually.

LINKS WITH OTHER POLICIES

This policy has been written in consultation with the staff and governors of Stanley Primary School. It will be reviewed annually behaviour policy is linked to the following policies:

- 
- Child protection and safeguarding policy
 - Use of Physical Intervention policy
 - Anti Bullying Policy
 - SEND Policy
 - Mobile Technology User Policy
 - Online Safety Policy.

Appendix 1



What rewards can we earn?



Proud to be Purple - Class Weekly Award:

- All children will receive 10 mins of reward time for following our S.M.A.R.T.E.R values.



Star Writer:

- Each week, one piece of work from each class is chosen and displayed.



Pen License:

- Children in KS2 are awarded a pen license for continuous neat handwriting.

Y3 & Y4 TT Rockstar's Champion:

- Each week, Y3 & Y4 have a winning champion from each class and there is also a weekly winning which is totalled up over the half term - the winning class gets to choose a reward.



House Points:

- Children are rewarded 'house points' for good behaviour and for following our S.M.A.R.T.E.R values.



Superstar:

- Each week a child in each class is awarded the 'Superstar' for showing an exceptional attitude in all areas of school life.



Headteacher's Award:

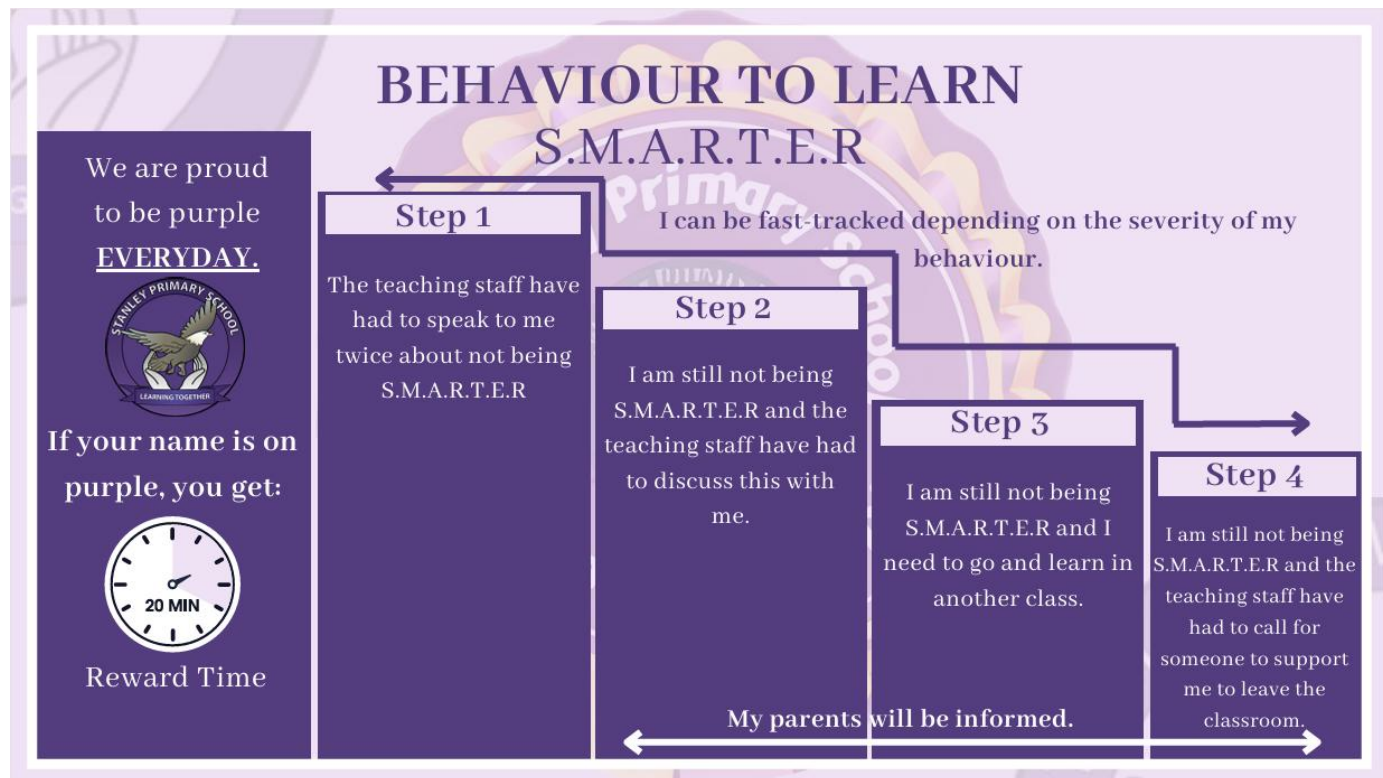
- Each term, one child from each class receives a 'Headteacher's Award' to celebrate an exceptional and continuous attitude in all areas of school life linking to our S.M.A.R.T.E.R values.



Reading Awards:

- Children are awarded reading tickets for reading 3 times a week at home.

Appendix 2



RECORD OF THE USE OF PHYSICAL INTERVENTION – RPI**Section 1**

Basic Information		
Name of Pupil:		Class:
Year Group:		
Date of Incident:	Time:	Location of Incident:

Section 2

De-escalation Techniques Used and effectiveness rating (1= not effective 10= very effective)			
Reassurance		Distraction	
Verbal Advice & Support		Humour	
Step Away		Choices given	
Calm Talking		Time Out Offered	
Clear warning of intervention being used has been given: Yes No If no, explain why		Any strategy NOT to be used again for this child:	

Section 3

Staff involved					
	Name of Team Teach trained staff	Name of Team Teach trained staff	Hold used	Location	Duration of hold
1					
2					
3					

Has an observation sheet been completed and attached?

Yes

No

Section 7

All signatures must be completed before RPI is returned

Parents/carers contacted	
Parent/Carer informed by:	Date:
How contacted:	Time:

Signatures		
Staff who called for assistance:	Signed:	
Staff who responded/completing the report:	Signed	Time form completed:
Observer		
Staff who observed:	Date trained:	
I observed this incident and agree that this is a true record of the holds used and the timings are as stated.		
Signed :		

Section 8

Action	Carried out by (initial)	Not applicable (please tick)
Carried out medical checks (if required)		
Accident Form completed (if required)		
Has everyone signed the RPI?		
Observation sheet attached		
Child given opportunity to talk it through		
PIRM completed		

Parents/carers informed		
Signing off RPI		
Signature of Head teacher/SLT		

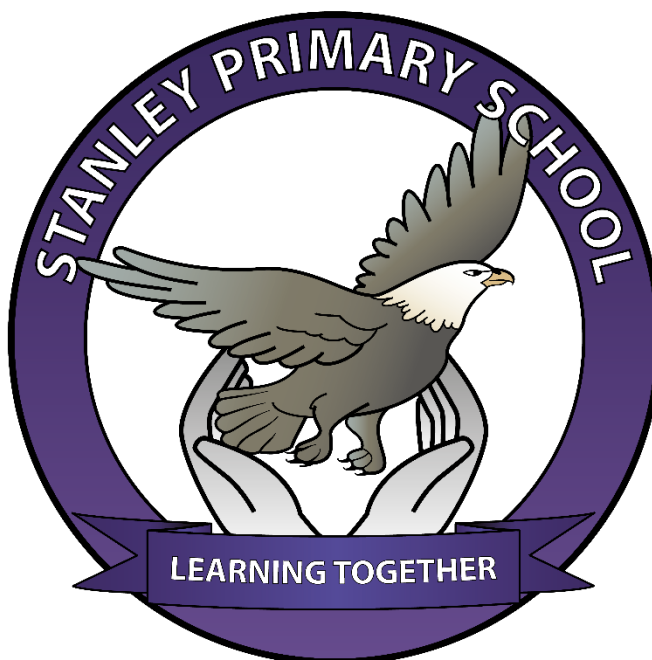
**FOR SERIOUS INCIDENTS or REPEATED INCIDENTS – COMPLETE PIRM
IF NO PIRM COMPLETED – SECTION 9 MUST BE COMPLETED**

SECTION 9

DEBRIEF OF POSITIVE HANDLING INCIDENT	
LESSONS LEARNT	

Appendix 4

Antecedents			Behaviour		Consequences
1	2	3	4	5	6
Day & Time	Where Did It Happen ?	What Happened Before the Behaviour ?	What Did _____ Do ?	What Did You Do?	What Happened As A Result Of What You Did ?



PERSONALISED REGULATION PLAN

NAME:

PLAN NUMBER:

Pupil Profile Strengths:

Interests and activities:

What helps me succeed:

Important information about me:

Pupil Voice:

What makes things hard for me...

What helps me when I feel stressed or upset...

What I would like adults to understand about me...

What helps me to feel safe and calm in school..

Parent/Carer Voice:

What strategies work well at home:

What concerns or insights do you have..

What would you like communication to look like between home and school...

Anything else:

Plan 1 CURRENT AIMS:

<u>IDENTIFIED TRIGGERS:</u>	Strategies:	Red	Amber	Blue	Green
	Firm, clear direction				
	Losing minutes from playtimes				
	Calm talking, stance				
	Limited choices given (Two choices)				
	Reminders of expectations – talking through this with her making her aware of what might happen if she doesn't follow the instructions being asked of her.				
	Reminders of sanctions				
	Distraction				
	Humour				
	Tactically ignore				
	Read a book				
	Contingent touch				
	Withdrawal offered				
	Withdrawal directed				
	Change of face				

Other:

Rewards / Consequences:		

Prevalent Behaviours/Support Strategies

What kind of behaviours will be being displayed and proven strategies that have been proven successful?

	Reactive Strategies – Potential risk	URGENT/HIGH RISK (Physical Intervention Guidance)	Reactive Strategies - Moving to no risk or going to risk	NO RISK
<i>What my behaviour might look like..</i>				
<i>What I can do to help myself</i>				
<i>What you can do to help me</i>				

Development Plan

Term	Aims	Actions	Interventions & Support	Review Date
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				



OBSERVER'S RECORD OF PHYSICAL INTERVENTION

Name of Pupil:		Date:	
Time began:		Time finished:	
Safety checks: Supervising staff should observe at all times. Please log all the behaviours displayed and staff's responses.			
Time	Staff Initial	Behaviours observed	Staff responses

Signed: _____



Incident and Debrief Report

Including Suspension



Name:	Date:
-------	-------

Incident Report

Name:

Date of Birth:

Year Group:

Class:

Date:

Time of incident:

Debrief – Solution Focus Meeting

Date and Time of Meeting

People Present at Meeting

**People who could not attend
(will need informing of
outcomes)**

**Name of staff responsible of
informing staff who couldn't
attend.**

Staff Welfare

How are you all feeling?

Any injuries? Accident forms completed

All staff are good with no injuries

Pupil Voice

How is the child feeling?

What are the outcomes?

Debrief Notes / Lessons Learnt

Moving Forward	Who will action this?
Changes to PRP	
YES NO <i>Please state</i>	
Any further support for the pupil	
YES NO <i>Please state</i> <i>Carry on with the timetable</i>	
Parent/Carer comment	
<i>Mum said she will not be attending the meeting</i>	

Incident Follow-Up Checklist	Carried out by (initial)
All relevant staff informed (<i>class teacher/phase leader, sports coach, pastoral team</i>)	
Child given opportunity to talk through incident (<i>if appropriate</i>)	
Parents/Carers informed	
Professionals informed e.g. social worker, SEND worker, counsellor,	
Chronology Updated	
CPOMs logged (if applicable)	
Team Teach documents completed if required (<i>RPI/First aid form</i>)	
Suspension Process:	
Letter completed and handed to parent/carer	
Arbor updated	
Work set – What is set? Who set it?	
Welfare checks planned – who and when? Phone call for day one and visit any addition days or safeguarding concerns	
Reintegration meeting arranged/planned	
Does the child need adding to MDT for further discussion and support?	

Reintegration Plan for Pupil Suspended from School

Number of Suspensions this academic year	
Number of suspensions during time at the school	

Date and Time of Reintegration Meeting	
People Present at the Meeting	
Reason for Suspension	
Date and length of Suspension	

Child Protection Plan or CIN	YES	NO
Looked After or Previously Looked After	YES	NO
SEND	YES	NO
EHCP	YES	NO
Personal Regulation Plans	YES	NO

PROFESSIONALS INVOLVED WITH THE CHILD (<i>Social Worker, SEND Officer</i>)					
Name	Role and organisation	Attended Reintegration?		Informed?	
		YES	NO	YES	NO
		YES	NO	YES	NO
		YES	NO	YES	NO

ATTENDANCE OF PUPIL		Any Attendance Concerns?
Attendance this academic year		(Indicate if PWO involvement)
Number of days absent:		
Attendance (%):		

ACADEMIC PROGRESS (highlight as appropriate)				
Maths	BLW	WTS	EXP	Any Academic Progress Concerns?
Reading	BLW	WTS	EXP	
Writing	BLW	WTS	EXP	

Targets for Behaviour and Learning

Area(s) of behaviour that is/are a concern			
What do we want to achieve? BE SPECIFIC			
How will we achieve this?	I will help myself by...	School will help me by...	Parent/Carer will help me by...
Support for academic catch up of any classwork missed			
What will reintegration from suspension look like?			
Who will check in with the child and when?			

Appendix 8

- What happened?
- What were you thinking/feeling?
- Who was affected?
- What can you do to make it right?
- What will you do next time?



We are 'S.M.A.R.T.E.R'

WE TRY OUR BEST TO BE:

- S** Sensible
- M** Motivated
- A** Aiming High
- R** Resilient
- T** Team Players
- E** Enthusiastic
- R** Respectful



WHAT DOES GOOD BEHAVIOUR LOOK LIKE?

What you must do			
S ensible	use our initiative make the right choices	live up correctly ignore people doing the wrong thing	use our voices correctly at assembly
M otivated	concentrate & focus	participate	try our best
A iming High	smile and are ready to learn	have a keen attitude	help each other
R esilient	when we disagree will listen	complete our homework	improve our work
T eam Players	work towards awards	use SMARTER values consistently	use 'I agree, I disagree' represent the school in events
E nthusiastic	take risks & try new things	know it is okay to make mistakes & we learn from them	keep trying
R espectful	don't give up	encourage others	stay positive
	show positive body language	are a good friend and role model	help others
	show positive attitude	are confident	have a go
	have good manners	are eager to learn	take care of equipment
	start positive conversations like 'Good morning' & 'How are you?'	use eye contact	write



REWARDS:



IF THINGS GO WRONG:

We are proud to be purple EVERYDAY.			
If your name is on purple, you get:			
Reward Time			
Step 1	Step 2	Step 3	Step 4
The teaching staff have had to speak to me twice about not being SMARTER	I am still not being SMARTER and the teaching staff have had to discuss this with me	I am still not being SMARTER and I need to go and learn in another class	I am still not being SMARTER and the teaching staff have had to call for someone to support me to leave the classroom



WE ALWAYS FOLLOW:

British Values

We live by British Values every day!



2 The Rule of Law
Rules keep us safe.
We understand that rules help keep us safe and fair.



1 Individual Liberty
I have the right to make choices.
We are free to have our own views and make choices safely.



3 Mutual Respect
We are polite and kind to each other.
We respect others and treat everyone kindly.



4 Democracy
We all have a voice.
We have a say and listen to others.



We are kind, respectful and responsible citizens.



5 Tolerance of those of Different Faiths and Beliefs
We are all different.
We are all equal.
We learn about, accept and celebrate our differences.

Together, we make our school a happy and safe place for all.
— SMARTER —



NOT OKAY BEHAVIOUR:

- Hurting others (hitting, kicking)
- Being unkind (tease, name-calling)
- Bullying
- Damaging things
- Unsafe behaviour



REMEMBER:

- Everyone is learning
- Everyone deserves respect
- You can always fix your choices
- There is always an adult to help you