

# THE STOKE POGES SCHOOL

## Behaviour Policy and Statement of Behaviour Principles

<b>Date Approved</b>	September 2025
<b>Recommended Review Period</b>	Annual
<b>Date Reviewed</b>	September 2026
<b>Responsibility</b>	Senior Leadership Team

### Section 1: Principles and Aims

#### 1. The Stoke Poges School Statement of Behaviour Principles

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are further detailed in this policy. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that governors expect to be followed.

The Stoke Poges School is an inclusive school and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. We are committed to improving longer term outcomes and life chances for our children. Our school values, rules and ethos underpin our relationships, curriculum and policies.

#### The Stoke Poges School is committed to:

Ensuring children are ready to learn as a result of high-quality teaching and positive relationships

Providing a safe, calm environment free from disruption, violence, bullying and any form of harassment

The expectation that all adults will set excellent examples to the children at all times

Communicating the behaviour policy well so that it is understood by pupils, parents and staff

Teaching pupils to understand their emotions and self-regulate through our behaviour curriculum

Promoting early intervention for children who are experiencing difficulty

Using suspensions and exclusions only as a last resort

Fulfilling its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children

Providing staff training throughout the year on various aspects of positive behaviour management including a restorative approach to resolving conflict

Working together with families in dealing with behavioural issues in order 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 full governing board annually.

## 2. Aims

We aim to:

- Encourage a positive, calm and purposeful atmosphere, in which all children can reach their full potential
- Enable staff to teach and pupils to learn without unnecessary interruption
- Equip pupils with the skills and values they need to form positive relationships based on equality and mutual respect
- Promote pupils' self-esteem by providing an effective system of rewards that acknowledge effort in work and behaviour
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents/carers
- Provide a consistent approach to behaviour management in all areas of the school
- To develop considerate and respectful future citizens of the local and global community

## 3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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

## 4. How we define misbehaviour at The Stoke Poges School

All pupils have the right to learn and the right to be happy when in school. Behaviour that does not meet our expectations not only disrupts the learning and the emotional well-being of the child concerned, but also for their peers and adults working with them. Unacceptable behaviour does not show respect for oneself or others, it stops learning and it blocks achievement of the child and his/her peers. We believe that a consequence should be given out in a way that successfully changes pupil behaviour, does not interfere with the class's learning, is de-personalised, incremental and consistent.

We divide unacceptable behaviour into two board bands:

**Low level misbehaviour** – these behaviours can easily be managed in the classroom or outside by staff

**Serious misbehaviour** – these behaviours are always logged onto CPOMS and include the involvement of the Leadership Team and parents. Other outside partner agencies may also become involved at this point.

Examples of visible low-level misbehaviour within our Ready, Respectful and Safe rules (Stage 1-3):

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| <ul style="list-style-type: none"><li>• Not engaging in work / a lack of effort to complete tasks</li><li>• Low level disruption that impacts on learning (e.g. disrupting another child, chatting in class, fiddling with equipment, tipping on chairs)</li></ul> |
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- Distraction, interruption (shouting out)
- Impolite words and gestures (eye rolling, huffing, shoulder shrugging)
- Not cooperating with instructions / talking when a teacher is talking
- Isolated acts of rough play (pushing, pulling)
- Poor attitude
- Incorrect uniform
- Leaving the classroom / hall / going into school (at playtime) without permission

Examples of more serious misbehaviours that fall within our Ready, Respectful and Safe rules (Stage 4):

- Deliberate vandalism of school buildings / property
- Major disruption of the class / playground including repeated refusal to follow instruction from all staff
- Heard swearing by an adult
- Aggressive language to other pupils or adults
- Stealing
- Movement around the school in an unsafe manner
- Disruption in corridors between lessons, and at break and lunchtimes
- Any form of bullying, including online
- Sexual violence and sexual harassment
- Discriminatory language / actions based on the 2010 protected characteristics (homophobic / racism / sexism)
- Aggressive behaviour and/or fighting with the intention to harm (hitting, punching, kicking)
- Bringing banned items into school
- Leaving school premises without consent

These lists are not exhaustive.

## 5. Whole school approach to behaviour

**‘The best schools have absolute consistency. I don’t care whether the system they use is behaviourist or extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message.’ – Paul Dix**

At The Stoke Poges School, we recognise that clear structures of predictable outcomes have the best impact on behaviour. Our approach to managing behaviour is based upon four key principles:

Relentless Routines	Visible Consistency, Visible Kindness	Relationships Matter	Over and Above Recognition
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**“The standard you walk past is the standard you accept.”**

We have high behaviour expectations that maximise our pupils’ learning potential, build strong relationships, children’s character and trust.

We have 3 simple rules based on Paul Dix and his book ‘When Adults Change’. They are: Ready, Respectful, Safe. This allows everyone to work successfully, safely and enjoyably. Rules are displayed in the classroom and are explicitly taught, modelled, rewarded and used as good examples for other children.

All adults in school should be proactive in catching pupils behaving well and to ensure pupils understand that positive choices lead to positive recognition and rewards. We believe that fair and consistent implementation of our Behaviour Policy is everyone’s responsibility. In our school, for example, we have consistent expectations of the start, during and end of lesson behaviour routines. We also have a shared understanding of how pupils move around corridors and cloakrooms. We take the opportunity to observe

each other leading positive behaviour management in classes and around school. We undertake regular whole school behaviour and relationships training and are clear about the link between classroom behaviour and great teaching and learning.

Every adult in school is encouraged to look beyond behaviour and be curious about a child's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. It is important that all adults working in our school understand the needs of all our children and families and we provide our children with emotionally available adults and a safe place to learn and grow.

## **6. Working in partnership – roles and responsibilities**

### 6.1 Collective responsibility

At The Stoke Poges School, we recognise that it is a collective responsibility between parents, staff, governing board, children and other agencies involved with the school to support learners to take control over their behaviour and be responsible for the consequences of it. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

### 6.2 The Governing Board

It is the responsibility of the governors to review and approve the written statement of behaviour principles. They will monitor and review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. It is also the responsibility of the governors to monitor serious incidents leading to exclusion and convene discipline and appeals panels as necessary.

### 6.3 All staff

- Meet and greet children at the beginning of the day
- Refer to 'Ready, Respectful, Safe' throughout the day, every day
- Model positive behaviours and build relationships with pupils from all groups
- Implement the behaviour policy consistently and treat all pupils fairly and equally
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps to 'prevent before sanctions'
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly
- Commit to improving their behaviour management skills and pastoral support for pupils by attending training and acting on feedback given

### 6.4 The Role of Phase Leaders

Phase leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

They will:

- Meet and greet children at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning children to learning by sitting in on meetings and supporting staff in conversations
- Regularly celebrate staff and children whose efforts go above and beyond expectations; encourage positive communication with parents (notes and phone calls)
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

## 6.5 Role of Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

They will:

- Take time to welcome children at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support phase leaders in managing children with more complex or entrenched negative behaviours
- Use behaviour data to evaluate and assess the behaviour policy and strategy
- Regularly review provision for children who fall beyond the range of written policies

## 6.6 The Role of the SENDCo

The SENDCo has the responsibility to provide support and advice to colleagues for children with emotional and behavioural needs and to ensure support plans and behaviour management support plans are drafted and reviewed and appropriate targets set. In consultation with the Headteacher, he should refer more serious cases to the Early Intervention Service, CAMHS, Educational Psychologist or other support service for advice or assessment. He has the responsibility to inform the Headteacher or Deputy of any serious issues or concerns about a child.

## 6.7 The Role of Parents and Carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce **Ready, Respectful, Safe** with their children
- Support us in ensuring excellent behaviour in school as this is a shared responsibility
- Support the class teacher in any sanctions deemed necessary
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Maintain open lines of communication with the school
- Take part in the life of the school and its culture
- Model positive behaviours and build relationships

## 6.8 Expectations of children

Pupils will be made aware of the following during their induction into the behaviour culture at the beginning of each year:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines and their part in upholding those rules and routines
- Reporting unacceptable behaviour to a member of staff
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **7. The Behaviour Curriculum at The Stoke Poges School**

We have a comprehensive programme of lessons and activities to promote good relationships and develop caring, responsible behaviour via our PSHE curriculum and assembly programme. In all areas of the curriculum, we use:

- Role play/drama activities that encourage listening and cooperation skills
- Team building activities and paired/group work across friendship groups
- Different groupings of pupils to build wider relationships
- Opportunities to work in pairs and groups

We also promote positive behaviour and values through:

- Giving our pupils a ‘behaviour induction’ each September and providing regular class activities within circle time/phase assemblies to reinforce different aspects of positive behaviour and relationships
- Class and area monitors to give all pupils a sense of responsibility
- We encourage pupils to have jobs, roles and responsibilities including: prefect, team captain, library leaders, school council and reading buddies
- Pupil voice – regular opportunities for pupils to tell us what is going well and what we can do to improve behaviour and relationships at The Stoke Poges School
- Our PSHE programme ‘Jigsaw’ builds empathy and promotes positive relationships through its lesson structure and content

## Section 2: The day-to-day application of our policy

**‘When children behave badly, give them what they don’t want: a cool, mechanical, emotionless response. Save your emotions, passion, enthusiasm and excitement for when it has the most impact – when behaviour is over and above.’**

Paul Dix describes five ‘pillars’ that are pivotal practice in whole school management of behaviour and relationships.

PILLAR	
<p><b>Pillar 1:</b> <b>Consistent, calm adult behaviour</b></p>	<p>At The Stoke Poges School we expect everybody to model positive behaviours rooted in mutual respect. All staff act in a firm, friendly and fair way to all children, even those who may present challenging behaviour. We believe that when all adults behave this way then children will also do the same. We want all of our children to feel cared for at all times so negative behaviour is always addressed calmly and privately. First attention always gets directed to the best conduct.</p> <p>As a staff, we use a warm/firm style which, in a nutshell, demonstrates how to be both warm and firm at the same time to send a message of high expectations, caring, and respect.</p> <p>‘The magic lies in the correlation, in being the person who can say I believe in you and I care about you and therefore I will not accept anything but your best.’ Doug Lemov</p>
<p><b>Pillar 2:</b> <b>First attention for best conduct</b></p>	<p>We believe that you will get more of the behaviour you notice the most and that school culture shifts when the focus shifts to the 95% of children who come every day and who do the right thing. Recognition mechanisms are used in every lesson to acknowledge effort, not solely achievement. We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise and acknowledgement can be as effective as a larger, more public, reward.</p> <p>The use of praise in developing atmosphere in the classroom cannot be underestimated. It is key to developing positive relationships, including with those learners that are hardest to reach.</p> <p>Our 4 teams (Blue, Yellow, Green and Red) ensure that all pupils and staff belong. We use our team approach so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for</p>

	<p>the good of all. Pupils will be awarded Team Points (Rainbow tickets) for demonstrating being Ready, Respectful and Safe.</p>
<p><b>Pillar 3:</b> <b>Relentless routines</b></p>	<p><b>‘Your students might claim that they prefer to lead lives of wild and crazy chaos. In reality, it is your routines, and your relentless repetition of them, that makes the students feel safe enough to learn.’ Paul Dix</b></p> <p>To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate. Routines are consistently taught and followed so that they are second nature to the children. This is especially important if other staff are required to teach in the class.</p> <p><b><u>Adult visible consistencies</u></b></p> <ul style="list-style-type: none"> <li>• Meeting and greeting your class</li> <li>• Building positive relationships</li> <li>• Persistently catching children doing the right thing</li> <li>• Picking up on children who are failing to meet expectations</li> <li>• Praising in public, reminding in private</li> <li>• Ready, Respectful and Safe used at all times</li> <li>• Use the agreed scripts</li> <li>• No shouting</li> </ul> <p><b><u>Start of the day routine</u></b></p> <ul style="list-style-type: none"> <li>• LSA in the cloakroom, or outside door/playground in KS2</li> <li>• Teacher at the door of the classroom to welcome children and check uniform, no jewellery/make-up etc</li> <li>• Cloakroom is a calm, quiet space with an adult managing our expectations</li> <li>• Meaningful ‘soft start’ activity ready for when the children enter the classroom</li> <li>• Equipment/books out and ready</li> <li>• Registration in silence</li> </ul> <p><b><u>Classroom setup</u></b></p> <ul style="list-style-type: none"> <li>• Ready, Respectful, Safe clearly displayed at the front of the class</li> <li>• Classrooms (including technology) are always set up ready for the pupils</li> <li>• Visual timetable on display</li> <li>• Now/next boards for some pupils</li> <li>• Seating plan in place</li> <li>• Pupils have all the equipment they will need, e.g. 30cm ruler for maths</li> </ul> <p><b><u>In lessons</u></b></p> <ul style="list-style-type: none"> <li>• Make expectations clear</li> <li>• Only agreed pupils have fidget toys (SENDCo approved)</li> <li>• Hand cues (only occasional claps)</li> <li>• High expectations of presentation and productivity</li> <li>• Use 30 second scripts</li> <li>• Praise in public and remind in private</li> <li>• Carefully planned groups/pairs</li> <li>• Toilet breaks monitored carefully</li> </ul> <p><b><u>In assemblies</u></b></p> <ul style="list-style-type: none"> <li>• Pupils enter in silence</li> <li>• Music and/or visuals are always ready</li> </ul>

- Teachers are vigilant and use nonverbal cues to re-direct
- Pupils are identified for praise
- Staff rota at singing assemblies is followed
- Pupils exit silently to music
- Teachers are always available to escort pupils back to class/out to play

### **Corridors**

- Walk in and around school quietly
- All staff challenge and encourage
- Adults remind children about how we walk around school and remind pupils. 'single file, left hand side, quietly'

### **Dining Halls**

- All pupils sit down in the order they enter and are called a few at a time to the lunch line
- Midday supervisors use hands up/visual cues
- Rainbow tickets (Over and Above) and acknowledgement of good behaviour
- Pupils can be sent back to the table for messing in the line after a reminder has not changed behaviour
- Class teacher/LSA lead towards the dining hall and provide a positive reminder of what they are expecting over lunch

### **On the playground**

- Teachers and LSAs supervise their pupils entering and exiting to the playground
- 360 degree supervision and interaction by adults at all times – adults on duty should wear a high-viz jacket and spread themselves out (Follow the Risk)
- Children do not re-enter the building without a coloured band
- Rewards for Over and Above behaviour – Rainbow tickets (also count as team points)
- Pupils only sent in to see DHT if there has been a serious incident
- Language of Ready, Respectful, Safe used at all times

### **Wet play**

- Children are always supervised by a member of staff in each classroom – teacher or LSA
- Children to be occupied – reading, wet play activities
- Toilet supervision – children sent in pairs with an adult in cloakroom
- Smooth transition (tidy up time) from end of break to lessons

### **Coming in from the playground**

- All staff should be on the playground on time to greet their class
- Bell – all children freeze
- First whistle – children walk quickly and quietly to their line
- Second whistle – children are silent, hands by their side, facing the front, ready to enter the building
- Adults are consistent in their approach to reminding pupils how they should be walking and how they should enter the school quietly 'so that they are ready to learn'.

### **Cloakrooms**

- Adult present to manage a quiet transition
- Reminder about hanging items up – everyone looking after each other
- Adults politely ask pupils to pick items up (even if they are not theirs) and give praise for helping and being a role model within the class

	<p><b><u>End of the day routine</u></b></p> <ul style="list-style-type: none"> <li>• Adults send a small group of pupils at a time to get their coats/bags</li> <li>• Adult present to supervise</li> <li>• Whole class walks out together</li> <li>• Reminders about our corridor behaviour</li> <li>• Pupils who have not been picked up by 3.25pm are taken to the school office and parents/carers called</li> </ul>
<p><b>Pillar 4:</b> <b>Scripted conversations</b></p>	<p>The school rules are simple and clear. When a child is observed not following a rule the child is reminded specifically about the Ready, Respectful, Safe rule they have broken and a link to what the child is doing is made explicit. A simple script is followed in a non-judgemental way. All learners must be given 'take up time' in between steps and we focus on the primary behaviours, not secondary behaviours. The script is there to support staff to hold the boundaries while staying calm and also to limit the time spent in lessons that is not spent on learning.</p>
<p><b>Pillar 5:</b> <b>Restorative conversations</b></p>	<p>'The positive relationships that you form with pupils depends on a restorative approach being your default mode.' Paul dix</p> <p>For the purpose of this policy, we define restorative practice as 'working with children to develop a shared commitment to learning, choices and each other. It encourages children to take on responsibility for their choices and helps them to make better, more positive ones in the future'. (See appendix 1)</p>

In order to embed our approaches to restorative practice, it is important that we recognise:

- All **behaviour is communication** so every effort must be made to understand it; children should be given the opportunity to take responsibility for explaining their behaviour and supported to learn new ways to express themselves. In addition, emphasis should be placed in using de-escalation techniques in order to ensure support is scaffolded for children so that they learn to manage and improve their own behaviour.
- All **consequence must be viewed as a conversation** by ensuring appropriate responses are given to different behaviours. The repair stage is the most important.
- All **responses to behaviour should be consistent** so that children understand expectations are shared across the school.

## 8. Rules and Behaviours

There are three very simple rules which apply at The Stoke Poges School. These are designed with the philosophy of:

**"Treat other people as you would like to be treated yourself"**

Our Rules		
Be <b>READY</b>	Be <b>RESPECTFUL</b>	Be <b>SAFE</b>

All aspects of our behaviour expectations are encompassed by these three statements. These can also be used as question prompts to scaffold children's understanding of positive behaviour choices, e.g.:

- Are you ready to learn?
- Are you being respectful?
- Are you being safe?

At The Stoke Poges School, the children will be regularly reminded that they are responsible for their behaviour. Whilst we understand that some behaviours are reciprocating another behaviour, we teach the following:

$$E + R = O$$

(EVENTS + your RESPONSE = OUTCOME)

Our approach to behaviour management at The Stoke Poges School goes beyond a simple enforcement of rules. Every interaction between adults and children is underpinned by four core values. As part of this work, staff will work to make behaviours linked to these values explicit by highlighting the positive action for reasons similar to those outlined in the table below:

Four Core Values and Behaviours			
RESPONSIBILITY	RESPECT	RESILIENCE	POSITIVITY
I can follow rules and instructions without reminders	I show good manners all of the time	I have a positive attitude in all that I do	I say well done to show I am proud of others
I work hard in lessons and strive to achieve targets	I am kind and look after others around me	I set myself goals which help me get better at learning	I am confident and talk about things I am good at
I am able to keep my word and show I can be trusted	I listen to others and respect any differences	I am focussed and determined in all that I do	I can express what is important to me in my community

## 9. Application of Policy

The Senior Leadership Team will have joint responsibility for ensuring that staff are well trained and supported in delivering the expectations of this policy. The rewards and consequences shall provide tools to support staff in the delivery of our expectations so that the conduct of children is in line with our vision, values and rules.

It is the intention that this policy is applied in all necessary circumstances in order to regulate the conduct of children both within and away from school premises.

## 10. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and dissatisfaction which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and adapted to meet the needs of children of different abilities and need. Marking, feedback and record keeping can be used as a supportive activity, to provide feedback to the children on their progress and achievements. It is also an important signal to the children that their work is valued and that progress is meaningful. In line with our SEND policy, children with SEND have the curriculum adapted to meet their needs as well and support positive behaviour.

## 11. Classroom Management

Classroom management and teaching methods have a significant influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to encourage children to remain on task. Materials and resources should be easy to access, reducing uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a warm and welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **12. Strategies and systems**

### 12.1 Recognition and Rewards for Effort

We recognise and reward learners who go '**over and above** our standards. Our staff understand that at The Stoke Poges School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a positive note home, a phone call, email or a face-to-face chat with a parent/carer. Children who demonstrate the three core rules and 'over and above' effort will be acknowledged by all adults in school with:

- Rainbow tickets for demonstrating our school values (these count towards team points)
- Marbles for the class jar for 'over and above'
- 'Star of the Week' certificates which are given out in assembly

Teachers may also wish to use a variety of other individualised rewards with their class. These may include:

- A smile
- Written praise e.g. positive comment on work, report
- Verbal praise e.g. to the child, another adult in school
- Peer group praise e.g. a clap, name read out in assembly
- Certificates
- Sent to the Headteacher for praise or sticker
- Placing value on achievements e.g. work shown to another class, name in Bulletin
- Special responsibilities e.g. monitor
- Stickers
- Child, group or class, singled out as a role model

### 12.2 Managing Behaviour

Engagement with learning is always our primary aim at The Stoke Poges School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary.

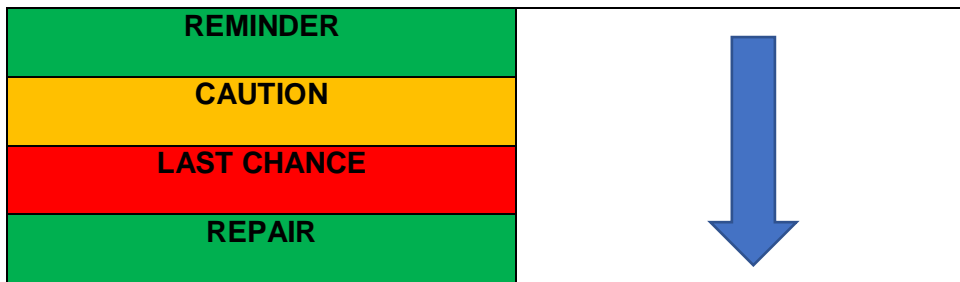
- Praise the behaviour you want to see
- Do not pander to attention seekers
- All learners must be given 'take up time' in between steps
- It is not possible to leap or accelerate steps for repeated low-level disruption

### **Practical steps in managing and modifying poor behaviour**

- Learners are held responsible for their behaviour
- Teaching staff will deal with behaviour without delegating
- Staff will use the steps in behaviour for dealing with poor conduct

- It is the aim that learners should be kept at steps 1 and 2 for as long as possible

At The Stoke Poges School, we recognise that any system of rewards and sanctions cannot be applied universally and there will need to be some bespoke elements to meet the needs of children in our care. However, for 95% of the ‘low-level’ disruption or poor behaviour choices that staff have to deal with, the following simple process shall be followed:



Wherever possible, this approach of sanctions should be followed sequentially, i.e. rather than jumping straight to time out, and conducted in line with PIP and RIP. This means we do not display or write names on a board when carrying out sanctions with children. Remember, our first attention should be for best effort and conduct.

All staff shall be trained in scripts and language that can support them at each stage of this process. It is recognised that there are some behaviours which require the assistance of a member of SLT/non-class based member of staff but, as part of a restorative approach, the support from SLT is not simply about imposing a consequence but is focused on how to repair and rebuild. This will be completed jointly with the teacher.

## The Step System

Stage	Application	Language (script)
<b>STAGE 1 Reminder</b>	<p><b>Stage 1 – The Stoke Poges Way!</b></p> <ul style="list-style-type: none"> <li>• We expect everyone to be on “stage 1”.</li> <li>• There are no set number of reminders.</li> <li>• Link back to the 3 school rules or the routine which isn’t being followed</li> <li>• Make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on this correct behaviour.</li> <li>• Delivered as privately as possible (don’t make the poor behaviour a focus).</li> <li>• Distraction can work well for refusal behaviours at this point.</li> </ul> <p><b>Redirection/ Reminder</b> – A positive encouragement to follow our school rules.</p>	<p>I noticed that you chose to...(noticed behaviour)</p> <p>This is a reminder that you need to be (ready, safe, respectful)</p> <p>You now have the chance to make a better choice.</p> <p>Script: <i>Name, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule). Please concentrate and get your work done. Thank you for listening.</i></p>
<b>STAGE 2 Caution (first warning)</b>	<p><b>Stage 2 – Caution</b></p> <ul style="list-style-type: none"> <li>• Given as privately as possible.</li> <li>• Again, draw attention to another child following the rule first and thank them (but don’t make comparisons).</li> <li>• Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive)</li> <li>• Remind child of the rule or routine which is not being followed</li> <li>• Explain the sanction which will be imposed if the routine, rule or instruction isn’t now followed</li> </ul>	<p><u>10 second intervention</u>:</p> <p>I noticed you chose to....</p> <p>This is the second time I have spoken to you.</p> <p>If you continue to make the wrong choice you will have a final warning.</p> <p>Do you remember when...(reinforce when they had followed the rules)</p> <p>Walk away.</p>

	<ul style="list-style-type: none"> <li>Walk away so as not to get into a back and forth negotiation.</li> </ul>	
<b>STAGE 3 Last Chance (final warning)</b>	<p><b>Stage 3 – Last chance.</b></p> <ul style="list-style-type: none"> <li>Use the 30 second scripted intervention.</li> <li>Child needs to spend <b>5 minutes</b> discussing the behaviours that led to this with you at the end of the session (even if the behaviours improve after this)</li> <li>Finish by reminding them of when they did succeed in following the rule – try to be specific.</li> <li>Walk away so as not to get into a back and forth negotiation.</li> </ul>	<p><u>30 second scripted intervention</u></p> <p>Script: <b>Name, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). If it continues then you have chosen to go to another class. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening. We will talk about this at the end of the session.</b></p>
<b>Repair</b>	<p><u>Most important part of the process:</u> Can either be an informal chat at breaktime walking in the playground (walk and talk); or a more formal restorative meeting.</p>	<p><b>Restorative Conversation</b> 5 questions (KS2)/3 questions * (KS1) is usually enough from the following:</p> <p>What happened? * What were you thinking at the time? What have you thought since? How did this make people feel? * Who has been directly affected? How have they been affected? What should we do to put things right? * How can we do things differently in the future?</p>
<b>Imposition</b>	<p><b>Imposition given if needed</b></p> <p>An imposition is additional work that must be completed that evening, countersigned by the parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher.</p>	<ol style="list-style-type: none"> <li>As you missed your learning time earlier, I need you to catch up.</li> <li>Please complete this at home so you haven't missed anything.</li> </ol>
<b>STAGE 4 Phase Leader / SLT</b>	<p><u>Removal to Phase Leader</u> In cases of rudeness to adults, significant disruption to learning, refusal to follow instructions etc. children should be escorted to the <u>Phase Leader</u>. <b>The latter will not talk to the child but will provide a space for the child to work.</b> After 30 minutes the child will return to the classroom and the phase leader will support the restorative conversation with the teacher at breaktime, if required. A phone call made to parents by the teacher. The phase leader will support in a meeting with parents if needed. The child will miss 15 minutes of their lunchtime where they will write a letter to their parents outlining why they were removed from the classroom. The Phase Leader will record the removal in a behaviour log and the teacher will place on CPOMS.</p> <p><u>Removal to SLT</u> Children will be escorted to the <u>Deputy Headteacher</u> in cases of dangerous behaviour, fighting with the intention to harm, unsafe behaviour, bullying (including online), vandalism, theft, abusive/racist language etc. The child will continue his/her learning in isolation for the remainder of the morning/afternoon session and a meeting will be called with parents for that day. The adult should not interact with the child. Work should be provided by the teacher and the child will be expected to write a letter to their parents outlining why they have been removed from class. The member of SLT will record the removal in a behaviour log and the teacher will place on CPOMS.</p> <p>In cases of severe misbehaviour (dangerous items brought into school, bringing the school into disrepute, persistent refusal to comply with behaviour policy etc) the Headteacher should be called for. This will be followed by a meeting with parents, teacher and Headteacher. Consequence will be significant time out of class in isolation or suspension.</p>	

Where a member of SLT is called for, the teacher should:

- Ask SLT member to come to the classroom
- Speak to the child with the SLT member present to show that you still have authority
- Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.

It is important that teachers and children begin each day with the highest of expectations. Consequences accumulated on one week will not roll over to the next week and children will begin with a fresh start.

The school's ladder must be displayed in all classrooms, and applied consistently where there are incidents of poor behaviour. On the playground, staff are expected to follow the same system, with 'Time Away' being replaced with 5 minutes sitting out.

### Section 3: Leadership of the Policy

#### **13. Persistent Disruptive Behaviour**

Persistent disruptive behaviour will be logged on CPoms and any patterns will become apparent over time. Parents will be involved in discussions regarding the behaviour; school and home will work together to develop more positive behaviour (see behaviour ladder).

If behaviour persists over time a child may be placed on report card. Where a report card is used, this will be managed by class teachers and children will be set targets for their behaviour in lessons and the playground and this will be shared with parents. At the end of the week the report card will be reviewed by Phase Leaders to decide if a further week is necessary. The report card is adapted to suit the key stage.

#### **14. Serious sanctions**

##### Removal from classrooms (Stage 5)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (see above).

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 sanction and will only be used in response to serious misbehaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with ELSA
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- 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 pupil in the behaviour log and on 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 sanctions 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.

## 15. Early Intervention

Early and effective intervention has an important part to play in developing appropriate behaviour. School is committed to modifying a pupil's inappropriate behaviour as soon as it starts to cause concern, regardless of the age of the child. Parents will be fully informed and involved at all stages of the intervention, thus enabling home and school to work together to bring about behavioural change.

## 16. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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 social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## 17. Responding to misbehaviour from pupils with SEND

### 17.1 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 support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirement for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (e.g. the Lighthouse Room) where pupils can regulate their emotions during a moment of sensory overload

### 17.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 17.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school’s special educational needs and disability co-ordinator (SENDCO) may evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 17.4 Pupils 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 pupil 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.

## Section 4: Specific Behaviour Issues

### **18. Bullying**

#### **Bullying will not be tolerated at The Stoke Poges School**

There is no legal definition of bullying, but it is usually 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

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	
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 found on the website.

## 19. Child-on-child Abuse

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse and to deal with it in a timely way when it does happen. (Please see Child Protection and Safeguarding Policy.)

## 20. Other Responsibilities

### 20.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. 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

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.

### 20.2 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 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.

#### 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 by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to the headteacher, and ensure a written record of the search is kept and placed on CPoms.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

#### Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (see list above) and items identified in the school rules.

An authorised member of staff can search a pupil'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.

#### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited, including incidents where no items were found, will be recorded in the school's safeguarding system.

#### 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:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

#### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

#### Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

#### Who will be present

For any strip search, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### 20.3 Off-site misbehaviour

Sanctions 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

Sanctions 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).

### 20.4 Online misbehaviour

The school can issue behaviour sanctions 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

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

### 20.5 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 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.

### 20.6 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.

### 20.7 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.

**Section 5: Monitoring and Evaluating School Behaviour**

**21. Supporting pupils following a sanction**

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

The school will follow Buckinghamshire’s exclusion procedures and policy.

**22. Training**

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

- The Behaviour Policy and expectations
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

**23. Recording and Reporting**

Persistent or serious misbehaviour or any contact with parents regarding behaviour should be recorded on CPoms.

When reporting on CPoms, it is imperative that only the facts are stated about what happened, including who was involved, when and where it happened and what action has been taken. It should be kept as simple and unbiased. Try to find out information from other adults to help paint a clear picture of the situation. Keeping up to date with CPom reports is pertinent, particularly if a child is continually making poor behaviour choices.

**24. Monitoring arrangements**

This policy will be reviewed by the Headteacher and governing board annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the governing board annually.

**25. Links with other policies**

This policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child Protection and Safeguarding policy

<b>Headteacher</b>		<b>Date</b>	
<b>Chair of the Governing Board</b>		<b>Date</b>	

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## Appendix 1 - Restorative Practice at The Stoke Poges School

### Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

All children, in order to succeed at The Stoke Poges School must follow the school rules and accept the sanctions in order to fulfil true reconciliation.

- Confession (acknowledge what you did)
- Contrition (recognition that you hurt someone else)
- Firm purpose of amendment (willingness to change your behaviour)
- Penance (you do something to make amends)
- Reconciliation (usually saying sorry and shaking hands) bringing about peace and back to how it was before the incident.

Restorative practices in schools is about:

- Building safer schools
- Changing behaviour not punishing
- Adults modelling restorative approaches
- Finding ways to repair harm
- Supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into the school community, making rule-breaking more attractive
- If problem behaviour persists, the child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

### Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been directly affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

### Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

## Appendix 2

### **Behaviour and SEND – a graduated response for children who have SEND and/or may require additional support.**

For a small minority of children, the whole school behaviour system may not be working to improve their behaviours. In most cases, a graduated response will apply, although each situation will be dealt with on a case by case basis as some incidents may require a more escalated response.

#### ***How do we identify pupils who may need additional support with improving their behaviours?***

This may come from a variety of sources:

- Reports on CPoms
- Observations
- Teacher or teaching assistant feedback
- Parental feedback
- Knowing if a child has SEMH or other special educational needs that can mean their needs lead to more challenging behaviours
- A safeguarding concern

For children who are not SEND, yet whose behaviours are a concern, the following additional measures may be put in place in the first instance (please note this is not an exhaustive list):

#### Stage 1

- Daily behaviour tracker for rewarding agreed target desired behaviour and daily reward system to be earned
- Use of script for supporting behaviour
- Home/school communication set up
- Targets set for desired behaviours
- Check-ins with nominated adult.
- Restorative conversations
- Look at potential causal factors and address these

These are not short term measures (usually 2-3 weeks) and are then reviewed with parents. If behaviours improve, then the child reverts to being managed via the whole school behaviour system.

#### ***What if behaviours do not improve or are more challenging or the child has SEMH or other special educational needs?***

#### Stage 2

If behaviours do not improve we will start a more bespoke Behaviour Support Plan for the child or if they have SEMH or other SEN then we will also start this process alongside their Support Plan and use the graduated response relevant to their primary SEND need, following assess, plan, do and review cycle as well as updating risk assessments and sharing with whole school team.

We will write the Behaviour Support Plan with the team working with the child and involve the child, if able, and the parent. We will also complete a risk assessment.

We will also start to work with other agencies according to the child such as CAMHS, EP, OT, School Nurse, LA SEND team (if SEN) and Bucks PRU.

From referring to appropriate agencies, we will also look at reasonable adjustments that could be made in our setting with the resources available to us. This could include (although not an exhaustive list):

- 1:1 adult support
- Now and next charts

- Nurture room
- Movement breaks
- Behaviour tracking grids to spot trends and patterns
- Move to a bespoke curriculum
- Access to pastoral support programmes in school
- Use of diagnostic tools (such as Strengths Development Questionnaire)

These are regularly reviewed and shared with parents.

If behaviours still do not improve or escalate, then we will talk to the other agencies to ensure professionals working with the child can support school and parents. We would also approach the PRU for support and also advice from Bucks LA Exclusions and Re-integration Team, as well as the SEND support team, if the child has EHCP, or virtual school if child is Looked After.

### Stage 3

It is always our intention to avoid having to apply exclusions to a child, especially if they have SEND/EHCP or are Looked After; however, there may be occasions when despite the reasonable adjustments, use of de-escalation strategies, the BSP and risk assessments in place, an incident arises that causes physical or emotional harm to other adults or children, that significantly damages property and/or puts the safety of themselves or others at risk, then the Headteacher reserves the right to exclude the child from school, either on a fixed term suspension basis or for serious incidents or repeated disruptive behaviours as a permanent exclusion.

Whilst the interests of the needs of the child are paramount, the school also has to balance this with protecting the health and safety of its staff in accordance with the Health and Safety Act 1974.

In the event of repeated fixed term suspensions, the school will escalate to a multi-agency meeting, liaise with parents and seek further advice from the local authority Exclusions and SEND teams and also look to see what other options are available in a suitable timely manner (e.g. managed move / full time PRU / special school application if parents agree).

Permanent exclusions are a last resort and will only occur when the Headteacher believes that a serious breach or repeated breaches of the behaviour policy have occurred and if the safety, education and welfare of others in the school is at risk should the child remain in school.

### Appendix 3

### Expectations at Playtime and Lunchtime

High standards of behaviour and courteousness are expected at all times, including before school and after school. All members of staff reinforce the rules and refer back to them when dealing with any situations that arise.

#### Procedures for lunchtime

- Lunchtime staff (MDAs) arrive at school by 11.45am
- Reception, Year 1 and Year 2 'hot meals' enter the dining hall at 12 noon (11.45 for Reception). When requested, they can begin to walk quietly back to their classroom.
- Year 3 and 4 children will enter the hall from 12.15; Year 5 and 6 will enter the hall from 12.45.
- All children should sit quickly and quietly at an allocated table. When requested, small groups of children eating hot meals will stand in line quietly, in a sensible fashion awaiting their turn for their lunch.
- In the dining hall children may talk quietly, demonstrating the expected table manners.

#### Playground – Calming down/thinking zones:

Early Years – individual thinking chair

KS1 – by the STEAM cabin

KS2 – Under the canopy

This should not be for more than 5 minutes. For a serious occurrence, SLT should be called to the playground.

At the end of lunchtime LSAs and MDAs will report back to the class teacher (when they collect the children from the playground) about any incidents that have taken place. Staff will record on CPoms serious and repeated incidents in discussion with the class teacher.

#### Procedures for playtimes and lunchtime

Staff	Children
<ul style="list-style-type: none"><li>• If away on trips/courses arrange a duty exchange</li><li>• Staff should position themselves around the areas and remain vigilant – monitor to ensure a safe environment for all children</li><li>• Stop any unsafe play including 'play fighting' immediately</li><li>• Deal with minor first aid incidents at the outdoor classroom</li><li>• In case of more serious injuries send two children to the office / reception to request support from a first aider</li><li>• Provide a band for those children who have been given permission to re-enter the building</li><li>• Grant permission for children to stay in only in exceptional circumstances e.g. to complete a specific task and supervise fully any children to whom such permission has been given</li><li>• At the end of play ring the bell for all children to stand still. This is followed by the whistle for all</li></ul>	<ul style="list-style-type: none"><li>• Take coats if needed</li><li>• Follow instructions and rules at all times</li><li>• Follow rotas and rules for playground equipment and play areas</li><li>• Play ball games only in allocated areas</li><li>• Play in allocated area</li><li>• Play safely on the climbing equipment</li><li>• Ask permission to enter the building and wear the band provided</li><li>• All children are expected to go out to play unless an alternative arrangement has been made e.g. injury/illness</li><li>• Walk quietly to their class and line up</li></ul>

children to line up and a second whistle to gain silence.

- All teaching staff should pick their classes up from the playground

In the event of wet play

- Deputy Headteacher to decide the status of the playtime and send a message to all classes before playtime begins
- Staff are responsible for supervising their own year group