STANBURN PRIMARY SCHOOL

BEHAVIOUR POLICY

(Including anti-bullying policy)

Committee Responsible:	**Governing Body**
Review Date:	**September 2026**
Reviewed By: (Committee Name)	**Full Governing Body**
Next Review Date:	**September 2027**
Written by:	**Rabia Malik**

Introduction – rationale

At Stanburn Primary School, our Positive Behaviour Policy focuses upon positive interactions with one another and places emphasis on building relationships between children and staff, as well as children and their peers. Underpinning our policy is the belief that everyone can learn to self-regulate their own emotions and behaviour through reflective thinking. Ultimately, we wish to put children's emotional wellbeing at the heart of our policy, giving them confidence about their capacity to think for themselves and to make sense of their own lives and experiences beyond school and into the wider world. We understand that sometimes children need a more structured level of support in understanding that there are consequences to their actions. In these instances, we use a graduated approach which clearly shows children what the consequences could be, whilst also encouraging them that it's not too late to reflect and reset in order to get back on track.

We believe that in order to implement a policy of positive behaviour management effectively, it is essential that there is an ethos of mutual respect that supports our vision and values - *Believe Achieve Succeed – Learning without limits.*

This policy is designed to be used by all staff for reference and guidance and for parents of pupils at Stanburn Primary School. It is important that all stakeholders in the work of the schools understand the shared vision we have in supporting children's positive behaviours and our methodologies and systems we employ to secure an excellent climate for learning.

Our School Values

We have 3 shared values which underpin our school ethos. These values are explored through classroom discussions, circle time, assemblies etc. The values are displayed in all classrooms and adults and pupils will refer to it as and when needed. Above all, all staff are expected to demonstrate and model these values in action and to explicitly teach how they work and the difference that they make to the world. Our aim is to embed these values in the lives of the pupils at Stanburn through the learning behaviours which help children to achieve these personal values.









Aim of the policy

• To create a culture of exceptionally good behaviour: for learning, for the community, for life
• To ensure that all learners are treated fairly, shown respect and to promote good relationships.
• To refuse to give learners attention and importance for poor conduct
• To help learners take control over their behaviour and be responsible for the consequences of it.
• To build a community which values kindness, care, respect, obedience and empathy for others.
• To promote community cohesion through improved relationships.
• To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:
• Recognise behavioural norms
• Positively reinforces behavioural norms
• Promote self-esteem and self-discipline
• Teach appropriate behaviour through positive interventions

Promoting good behaviour amongst the pupils is a shared responsibility. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. At Stanburn, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. We always look for positive behaviour first and praise it. We value kindness in our interactions – it influences what we say, how we say it and our expectations of the children. It is possible to be strict and set boundaries at the same time as being warm, kind and caring. We use a tone of voice and body language that are firm but warm. Our communications ensure that children are valued and respected.

At Stanburn, we seek to prevent the need for restrictive interventions through positive relationships, clear expectations, appropriate support, early intervention and de-escalation. Restrictive interventions are not part of our routine behaviour management approach and will only be considered where necessary to maintain safety or prevent significant harm, and where the intervention is lawful, proportionate and reasonable in the circumstances.

Roles and expectations of staff

All staff must share our common expectations and values in order to create the positive learning environment we desire. All staff are role models for our children. This requires consistency, a balance between positive reinforcement and consequences, an understanding of restorative conversation, as well as the quick detection of, and immediate action on issues. Never ignoring or walking past pupils who are not showing expected behaviour. Our aim is to develop children's understanding of what ', -Respect, Optimism Kindness,' means. All staff refer to the school values ' Respect, Kindness, Optimism' in all

conversations that they have with children- this includes praising children for doing the right thing, or encouraging them to make a better behaviour choice.

All staff:

• Meet and greet learners at the beginning of the day.
• Refer to 'Stanburn School Values' when discussing behaviour.
• Model positive behaviours and build relationships.
• Plan lessons that engage, challenge and meet the needs of all learners
• When speaking about unwanted behaviour, speak in a calm and consistent tone.
• Follow up every time, retain ownership and engage in reflective dialogue with learners.
• Consistently model appropriate behaviour and expectations
• Never ignore or walk past pupils who are not showing expected behaviour.

Middle leaders

Middle 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.
Middle leaders will:
• Be a visible presence in school to model appropriate behaviour and expectations. Reminding children and staff where necessary.
• Support staff in returning learners to learning. Sometimes sitting in on meetings and supporting staff in conversations.
• Regularly celebrate staff and learners whose efforts go above and beyond expectations.
• Encourage use of Positive Notes, Positive Phone Calls, Positive chats at the end of the day by all staff.

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.
Senior leaders will:
• Be a visible presence around the school, in corridors and shared spaces especially during transitions.
• Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
• Encourage all staff to share positives.
• Regularly share good practice.
• Support middle leaders in managing learners with more complex negative behaviours.
• Use behaviour data to target and assess school wide behaviour policy and practice.
• Regularly review provision for learners who fall beyond the range of written policies.
• Ensure staff training needs are identified and targeted.

Roles and expectations of learners and parents at Stanburn

At Stanburn, we expect that our learners:
• Follow our school rules
• Show respect to everyone they come into contact with
• Are positive in all aspects of school life
• Show kindness and good-nature, even in the face of adversity
• Are determined to succeed and complete all of their work to a high standard
• Model all school rules and values in every interaction they have

At Stanburn, we believe that positive dialogue between home and school is vital.
Parents are expected to:
• Work in partnership with the school
• Support their child in adhering to the school rules, values and the expectations of positive behaviour and relationships with others
• Ensure that their children fully understand the consequences of negative attitudes and behaviour
• Inform the class teacher of any changes in circumstances, which may affect their child's behaviour.

Behaviour expectations around the school:

The school environment:

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of school environment. It is the responsibility of adults and children alike to maintain our school by looking after the resources and displays.

Signal:

To support us in being more consistent in our approach to gaining all pupils attention, we will use the chime to gain the children's attention when in class, in assembly and in the hall. This is used by all adults across the school.

Arriving at school:

• The school gates open at 8.25am.
• 1 member of staff must be on each playground.
• Children come into the school building and go into class at 8.35am.
• The expected attendance rate for each child is 97% or above throughout the academic year
• Children walk on the left.
• Staff members deployed on all the school entrances to welcome children.
• Teachers to greet children at the classroom door.

Assembly:

• All children should be in a line and settled before moving off.
• Children should walk from their classrooms to the Assembly Hall in silence.
• Children should walk in and sit down in their class line.
• If there are certain children that may need support throughout the assembly due to being unsettled, struggle in this larger environment or happen to end up near a child that could be a distraction, try and pre-empt this and 'check in' with the child and

move them if necessary before the assembly starts.
• Behaviour management within assembly is the responsibility of all adults in the hall, not just the adult leading the assembly.
• All adults must scan their class and those around them often to ensure children are doing what they should be.
• Class teachers are responsible for ensuring that sufficient supervision is available for their class during assemblies. This might be in the form of support staff or the class teacher.

Lining up after break and lunch:

• Staff must be out in the playground ready to 'receive' their class when the bell goes after break. At lunch time staff from Reception, Year 1 and Year 2 must 'receive' their children and bring them into class. Year 3, 4, 5 and 6 children are taken to the classes 10 minutes before lunch ends for 'calm time'. This enables the pupils to get ready for their learning.
• Staff must model and remind children of the expectations.
• Staff are to support children walking to their lines.
• Check that the children are lined up as they should be, settled and ready to move into the building.
• Start to send the children in, walk alongside the line near the front while observing the rest of the line.
• Children should move in a single file line and walk on the left with their voices off.
• Instruct the child leading the line to move forward to a certain point.
• The adult should be able to see most of the line, or have checked the line before moving on.
• If two adults are with the class, each adult 'covers' half the line.
• Teacher/adult to stay at the door of the classroom until all children are in the classroom.

End of break and lunch:

• Teachers will be outside in good time to collect their class.
•The bell is rung for the end of play. Adults pause and insist on children being still. Before the second bell is rung, the adults remind the children to walk to their lines. Second bell is rung.
• Children walk quickly and quietly, to their line, showing they are ready for learning.
• Adults in the playground set the expectation .Adults walk up and down their class lines to make sure everyone is ready to go into school for learning.

The lunch hall:

• Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge.
• After the meal, children should clear their eating area, check that they haven't dropped any rubbish.
• Then leave the dining area quietly and walk to the playground.

The playground:

At Stanburn, we do not distinguish between the authority of one adult to another, regardless of role. During all break times, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children

should feel safe outside and must be made aware of the playground rules and the importance of informing an adult on duty if unwanted behaviour has occurred. The adults on duty are responsible for ensuring that the playground rules are being adhered to and that any incidents are being properly dealt with through the discussion of which rule isn't being followed. A reminder may be needed in the first instance. The adult makes the child aware of their behaviour and asks them to 'reflect and reset'. The child has a choice to do the right thing. If they need to, they can sit quietly on a bench to 'cool off'. If they are unable to regulate their emotions with in the allocated break time then they can seek support from the school wellbeing mentor or their class teacher.
We listen to pupils and take notice of the pupils' interactions, engaging them in positive interactions and building relationships as well as having fun as we recognise that building positive relationships promotes outstanding behaviour.

If the behaviour persists a restorative conversation needs to take place at this point.

The Restorative Five.

Choose your five

The adult involved will choose up to five of the following questions as part of the restorative conversation:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to out things right?

The adult involved then informs the class teacher at the end of break and the appropriate behaviour STEP is applied. Serious behaviour incidents will be logged on to CPOMS at the end of the day or as soon as reasonably practical thereafter.

Behaviour outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to the extent that it is reasonable" (Section 90 of the Education and Inspections Act 2006). See further 'Behaviour outside school premises' on pages 25-26 of Behaviour in Schools 2024.
Teachers will act in accordance with the school behaviour STEPs framework in relation to any discipline of pupils for misbehaving outside of the school premises.

Promoting Good Behaviour: catching children getting it right

At Stanburn , we believe it is essential that we create an environment in which all children and staff feel they belong and feel safe. This requires establishing appropriate learning-focused relationships where expectations are high, and everyone knows the routines and boundaries. Affirmation of 'doing the right thing in the right way' is important and children are rewarded in a range of ways for their attitude and learning behaviours. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships. We recognise and reward learners who go 'over and above' our standards. Staff at Stanburn understand that a quiet word of personal praise

can be as effective as a larger, more public, reward. We make a point of communicating positive news with parents in a number of ways e.g through Dojo or a quick word at handover. Here are some of the ways that we highlight good behaviour:

- Dojo points.
- Merit Awards.
- Value of the half term.
- Model Pupil Award.










Behaviour in the classroom

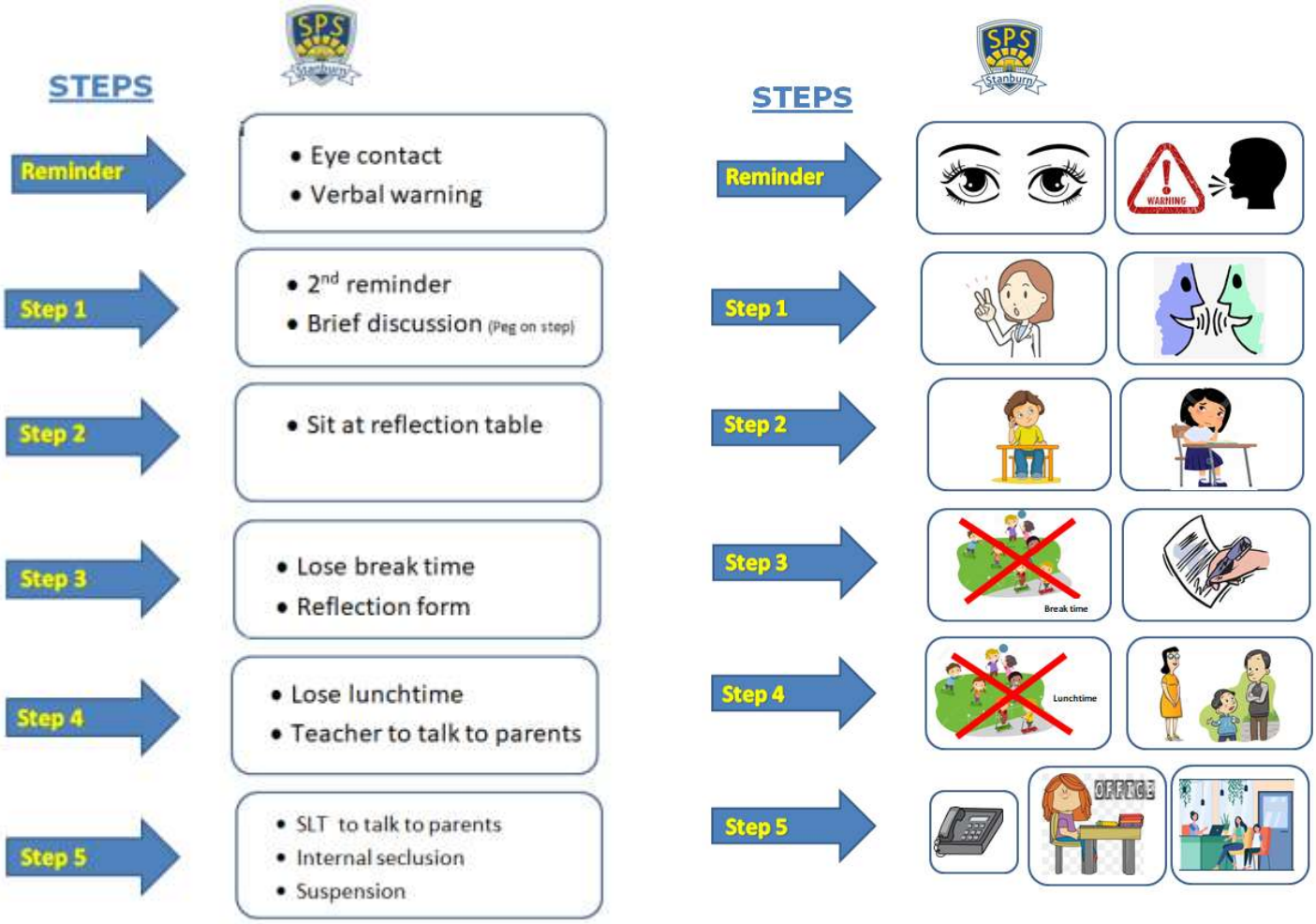
Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given time to 'reset' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

When behaviour does not meet our expectations

Despite good practice and the modelling of positive behaviour by staff, unacceptable behaviour may still occur. This needs to be seen within the context of the individual child and responded to accordingly. Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour framework for dealing with poor conduct.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Visual reminders



Consequences/Sanctions

Appendix 1 sets out consequences/sanctions for unacceptable behaviour.

Our STEPS framework for behaviour management focusses on encouraging children to take ownership for their behaviour and actions. Our school discourages unacceptable behaviour by:

•Sharing and consistently following the whole school STEPS
•Being clear and explicit about what is unacceptable
•Using reflection sheets and restorative questions to help children understand the choices that they have made
•Using principles of growth mindset when discussing behaviour with pupils and encouraging them to apply themselves
•Being preventative and proactive in our approaches to effectively support pupils with social and emotional needs
•Behaviour Support Plans and Risk Assessments alongside parents/carers for pupils who require additional support and reviewing them systematically
•Using clear monitoring and recording systems which fully involve our parents/carers:

SLT and Year Leaders will closely monitor Step 4 consequences alongside the class teacher. Meetings will be arranged with parents if a child's behaviour continues to decline. The meetings are an opportunity for school and home to co-construct support that will help the child to make better choices with their behaviour. Shared strategies will be applied at home and school and monitored with the parent for a period of 4 weeks. A personal STEPS Behaviour plan may be created by adapting the whole school STEPS framework. If there is no improvement, a 'Behaviour Support Plan' (Appendix 3) will be initiated. The plan will be co-constructed with staff, parents and pupil and monitored over a period of 4 weeks.
Behaviour lead will closely monitor the pupils on Behaviour Support Plans. If a child's behaviour continues to decline once placed on a Behaviour Support Plan then further support will be discussed. At this stage we will seek active support from external agencies.

Behaviour on Trips

Our expectations on school trips are the same as in the classroom: we expect all children, adults and visitors to adhere to our behaviour STEPS. Staff members are aware that the change in environment and routine can affect children differently. Staff therefore ensure that children are fully briefed on the day ahead before leaving school, whilst continuing to remind them of our school rules.

CPOMS

We use CPOMS to record all serious behaviour incidents. We use it to record all meetings/contact we have with outside agencies and specific meetings with parents/carers. All adults in school have been trained to use CPOMS.
Staff are responsible for completing CPOMS in regards to behaviours as well as recording any meetings or conversations or phone calls (eg, parents or outside agencies).

SEN Support

Children receiving support for a special educational need (e.g. those with an Education Healthcare Plan), may present behaviour which needs to be dealt with outside this behaviour policy. In these instances, approaches and support will be discussed and agreed with all relevant parties, including the SENCO, class teacher, supporting teaching assistants, specialists and parents.

It is important to note that persistent, severe and/or disengaged behaviour does not necessarily mean a pupil has a special educational need. Where concerns arise, there should be an assessment to determine causal factors such as undiagnosed learning, communication or mental health issues. A multi- agency approach will be taken involving parents and other agencies to ensure pupils can continue to meet our high expectations so that they may remain within a mainstream school environment.

Suspensions

(Suspension and permanent exclusion policy can be found on the school website)

At Stanburn we believe that no one person has the right to prevent children from learning and teachers from teaching. If a child exhibit any of the serious behaviour listed in STEP 5 of the behaviour framework (Appendix 1), or behaves in a way which seriously undermines others' right to learn and be safe, then they may need to be excluded from school for a short period of time. The length of the suspension is the decision of the headteacher, or any member of the SLT in the absence of the headteacher.

In these instances, parents will be called immediately to collect their child from school. The parents will be given work for the child to complete during the period of the suspension. On the child's return to school there will be a re-integration meeting, with the child, parents, class teacher and the adult who dealt with the situation causing the suspension.

Internal Seclusion

Each serious incident is dealt with on a case-by-case basis. The consequence of the incident is decided by the SLT. In cases of internal seclusion, the parents of the child will be informed of the incident and the outcomes. An internal seclusion means the child/children is/are still in school, but they are learning away from their class.
Every child will still have break and lunch times. These will be with the member of the SLT who is supervising the child, and they might take place at different times than usual.

Permanent Exclusion

On some occasions, and if all other avenues of support have been exhausted, a child may ultimately be excluded permanently from Stanburn.
In these instances, we will follow all local and national guidance. This guidance stipulates that a decision to exclude a pupil permanently should be taken:
• In response to a serious breach, or persistent breaches, of the school's behaviour policy;
• Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
The decision on whether to exclude permanently is for the headteacher to take, however there is an appeals process should parents disagree with this decision. Please refer to the Suspensions and Permanent Exclusions Policy.

Restrictive Interventions and Reasonable Force

Stanburn Primary School recognises that restrictive interventions should only be used, when necessary, proportionate and lawful, and as a last resort where other appropriate strategies have been unsuccessful or would not be effective in the circumstances.
The school follows the Department for Education guidance 'Restrictive interventions, including the use of reasonable force, in schools' (April 2026). The term *restrictive intervention* is used as an umbrella term for actions that prevent, restrict or subdue a pupil's movement. This may include physical interventions and the use of reasonable force.
Staff are expected to use preventative and de-escalation strategies wherever possible and to consider the individual needs and circumstances of the pupil. The aim is always to minimise the need for restrictive intervention and to maintain the safety and dignity of the pupil and others.
Reasonable force may be used by staff where it is necessary and proportionate in the circumstances to prevent a pupil from:

- causing injury to themselves or others;
- damaging property;
- committing an offence;
- seriously disrupting the orderly conduct of the school; or
- leaving a place where doing so would place themselves or others at risk.

Any physical intervention must use no more force than is necessary and must be for the **shortest time necessary** to achieve the immediate safety objective.
Restrictive interventions must never be used as a punishment or simply to secure compliance with an instruction.
Where a restrictive intervention is used, staff must follow the school's procedures for recording, reporting and reviewing the incident. Significant incidents involving the use of force will be recorded and parents/carers informed as soon as practicable, in accordance with current statutory requirements and DfE guidance.
Staff must seek to understand the circumstances and any underlying factors contributing to the behaviour. Where a pupil is subject to repeated restrictive interventions, the school will consider whether additional support, risk assessment, a behaviour support plan or other appropriate provision is required.
The use of restrictive interventions will be monitored by the school to identify patterns, consider whether interventions are effective and proportionate, and identify opportunities to further reduce their use.

DfE – Restrictive interventions, including the use of reasonable force, in schools

This section forms the school's policy on restrictive interventions, including the use of reasonable force. It should be read alongside the school's safeguarding, health and safety, behaviour support and staff training procedures.

Searching and confiscation

Any searching and/or confiscation will be conducted in line with the DfE's latest guidance on searching and confiscation.

Bullying and Peer on Peer Abuse

The government defines bullying as:
Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying is the use of an aggressive behaviour with the intention of hurting another person and results in pain and/or distress to the victim.
Bullying is not always easy to define. It is, however, **always persistent** and can include:

Emotional: being unfriendly, exclusion of others, tormenting (e.g. hiding books, making threatening gestures.
Physical: pushing, kicking, hitting, punching or any kind of violent behaviour.
Racist: racial taunts, gestures, graffiti.
Sexual: unwanted physical contact or sexually abusive comments.
Homophobic: because of, or focusing on the issue of sexuality.
Verbal: name-calling, sarcasm, spreading rumours, teasing.
Cyber: all areas of the internet, such as email and internet and chat room misuse.

Mobile threats by text messaging and calls, and sexting. Misuse of associated technology, i.e. camera and video technology.

At Stanburn Primary School bullying of any kind will not be tolerated and the school will:

- Remind children to report incidents as soon as they occur.
- Take the problem seriously.
- Investigate the incident.
- Interview bullies and victims separately.
- Interview any witnesses.
- Decide on appropriate action such as:
    - Obtain an apology from bully/ies to victim.
    - Impose sanctions outlined in appendix 1 but note may include a suspension or permanent exclusion.
    - Inform parents/carers.
    - Hold lessons/class discussions/assemblies about bullying.
    - Log information on CPOMS.
    - Inform all members of staff of action taken.

Allegations of peer on peer abuse will be dealt with in line with the Stanburn Safeguarding Policy and Keeping Children Safe in Education (September 2026)

Malicious accusation

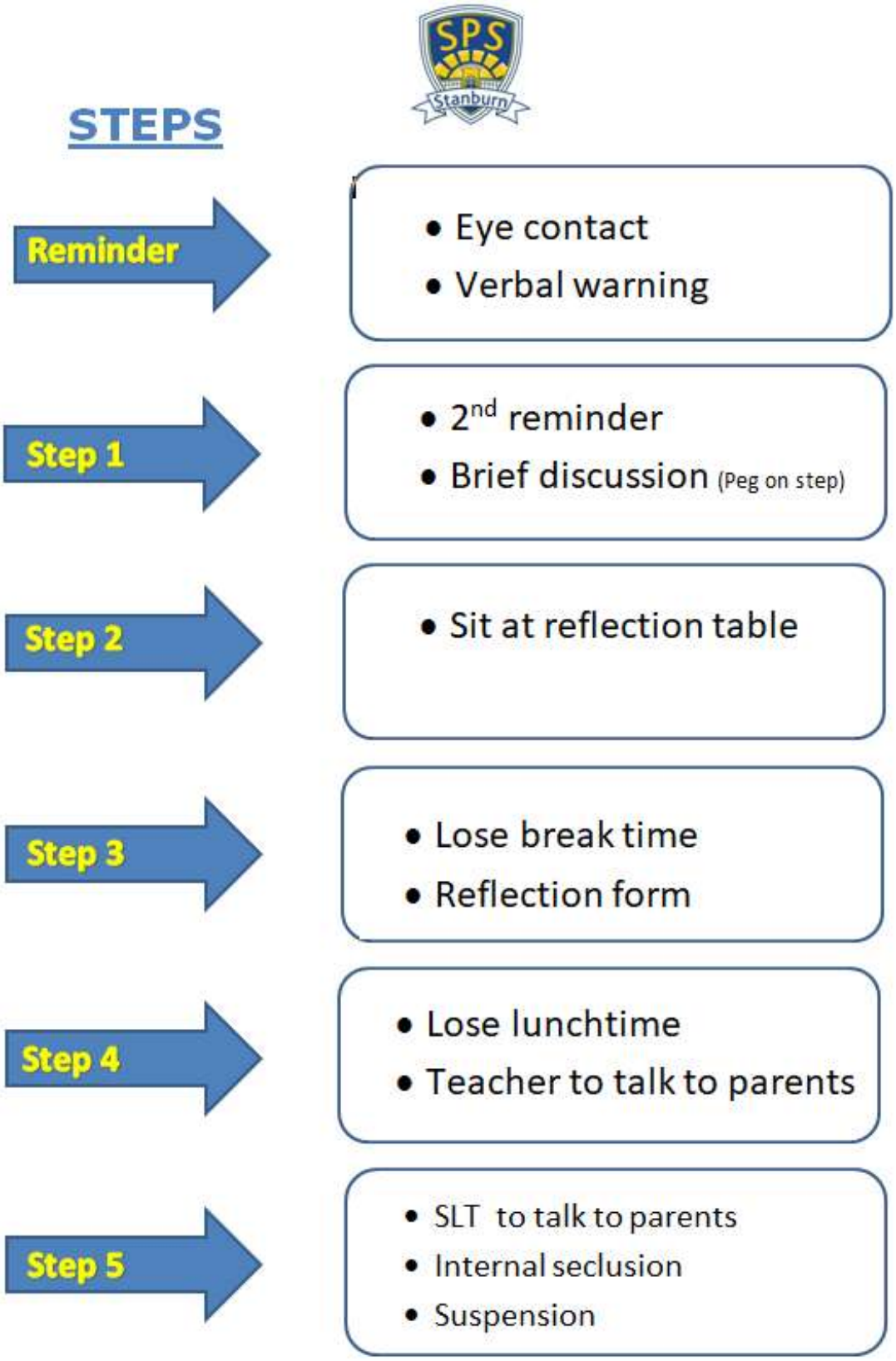
At Stanburn Primary School all allegations are taken seriously and dealt with sensitively and promptly. If an allegation is found to be malicious, the school can take action against the student who made it, in line with the school behaviour policy. This could result in disciplinary action, such as temporary or permanent suspension.
If necessary, the school may also consider:

- Referring to the police: If the school believes a criminal offense may have been committed, they can refer the matter to the police.
- Referring to children's social services: If the allegation is unfounded or malicious, the school can refer the matter to local authority children's social services.

Review of Policy and Procedures

Stanburn carries out a yearly review of this Policy, led by the Headteacher. This includes an evaluation of the extent to which this policy has been effectively implemented throughout the school. The Governors will remedy any deficiencies or weaknesses in addressing issues without delay and without waiting for the next policy review date, should any be necessary.

Appendix 1

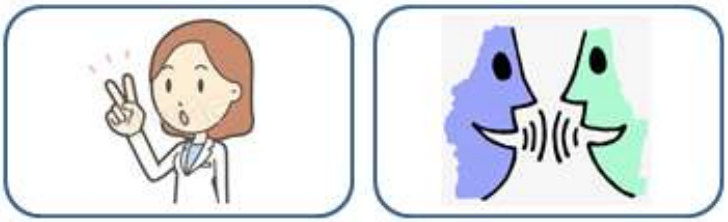

STEPS
Reminder
• Eye contact
• Verbal warning
Step 1
• 2nd reminder
• Brief discussion (Peg on step)
Step 2
• Sit at reflection table
Step 3
• Lose break time
• Reflection form
Step 4
• Lose lunchtime
• Teacher to talk to parents
Step 5
• SLT to talk to parents
• Internal seclusion
• Suspension

STEPS

Reminder



Step 1



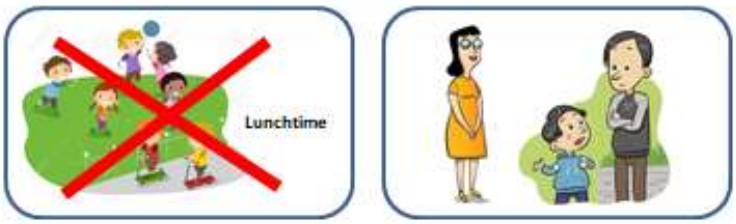
Step 2



Step 3



Step 4



Step 5



<table>
<tr><th colspan="3">Consequences/Sanctions</th></tr>
<tr><td>Initial Warning
(Reminder)</td><td colspan="2">Use of ‘low key’ initial warnings: eye contact, moving nearer to a child, etc.… Following the principle of least intrusive to most intrusive.</td></tr>
<tr><td>Follow Up Warning
(Step 1)</td><td colspan="2">Reminder of expected behaviour (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual/others), praise will be given if the child is able to model good behaviour as a result of this warning.</td></tr>
<tr><td>Time out in own class – Reflect and Reset
(Step 2)</td><td colspan="2">The child is asked to sit away from other children (5 mins; 10 mins; whole session). At the end of the lesson the teacher or a member of support staff will discuss events with the child (It’s important that this conversation is with the adult who issued the consequence).</td></tr>
<tr><td>Lose break time
(Step 3)</td><td colspan="2">The child loses break time (5minutes; 10 minutes). At the end of the lesson the teacher or a member of support staff will discuss events with the child. The child may be asked to reflect on the reasons why they have been asked to stay in and complete a reflection form.
Teacher to log this in Behaviour log STEP 3</td></tr>
<tr><td>SLT involved
(Step 4)</td><td colspan="2">A child may miss some minutes; part; whole session of lunch time.
Class teacher to talk to parents at the end of the day.
Teacher to log this in Behaviour log STEP 4</td></tr>
<tr><td>Time out with a Senior Leader (AHT, DHT, HT)
(Step 5)</td><td colspan="2">If disrespectful behaviour warrants removal from the classroom because of repeated or severe disruption to other children’s learning or a serious incident then a message is sent to a Senior Leader who will attend immediately to remove the child. This may result in a more serious follow-up consequence in addition. SLT to invite parents for a meeting.</td></tr>
<tr><td>Internal Seclusion</td><td colspan="2">Child will be secluded from the class for part of the day/days.</td></tr>
<tr><td>Suspension
(Step 5)</td><td colspan="2">The head teacher has the power to decide whether to suspend a pupil, whether for a fixed term or permanently, in line with the legal requirements on the use of suspension.
These may be as follows and will always be extreme/severe cases of:

Verbal abuse (including racist, sexist, homophobic/biphobic or extremist comments) — 1 day
Physical assault — 2 days
Biting — 2 days
Serious bullying — 3 days
Destruction of property — 1-5 days
Serious lack of respect for members of staff — 1-5 days
Persistent refusal to obey instructions — 1-5 days
Bringing illegal substances into school — 1-5 days</td></tr>
</table>

Where a child is excluded, his/her parents have the right to make representations to the governing body (or discipline committee) about it and the governing body must review the suspension decision in certain circumstances, which includes all permanent exclusions.
Each incident will be looked at separately and action taken as deemed appropriate for the circumstances. Following a suspension (fixed term exclusion) students will only be readmitted to school following a meeting with parents and Assistant Head teacher/Deputy Head teacher/ Head teacher (the make-up of the meeting will depend on the student's behaviour history and the nature of the incident). All students will be monitored for the next two weeks upon their return.

Appendix 2 –Routine

Rules are supported by routines which enable the smooth running of the school / classroom:

- Lining up and entry to the classroom.
- Walking on the left hand side through the school.
- Visual timetables displayed.
- Seating plans and pupil groupings.
- Distracting disruptive behaviour.
- Routines and cues for transitions both in class, between lessons and around the school.
- Expected behaviour for learning in the classroom.
- Noise levels.
- We establish routines for pupils but equally important for adults.
- Well organised classroom – accessible resources.
- High quality displays / working walls to support learning.
- Good planning and teaching for ALL pupils.
- Well prepared lessons – resources.
- The better and more consistent your rules and routines and teaching are, the better the behaviour will be.

Appendix 3- Support Plan

SPS - Behaviour Support Plan

Name:	Class:	Date:
Created by:		

Behaviours we hope to support and decrease		
A: Antecedent (trigger)		B: Behaviour observed
Eg.	Describe any triggers that you may know of Eg: Being asked to do something by a member of staff / Being told 'no' /working with a particular pupil /group of pupils/ in retaliation to be being told off	Describe the behaviour observed including how often this is seen. If needed include any risk to themselves or others around them.
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2.		
3.		
4.		
5.		

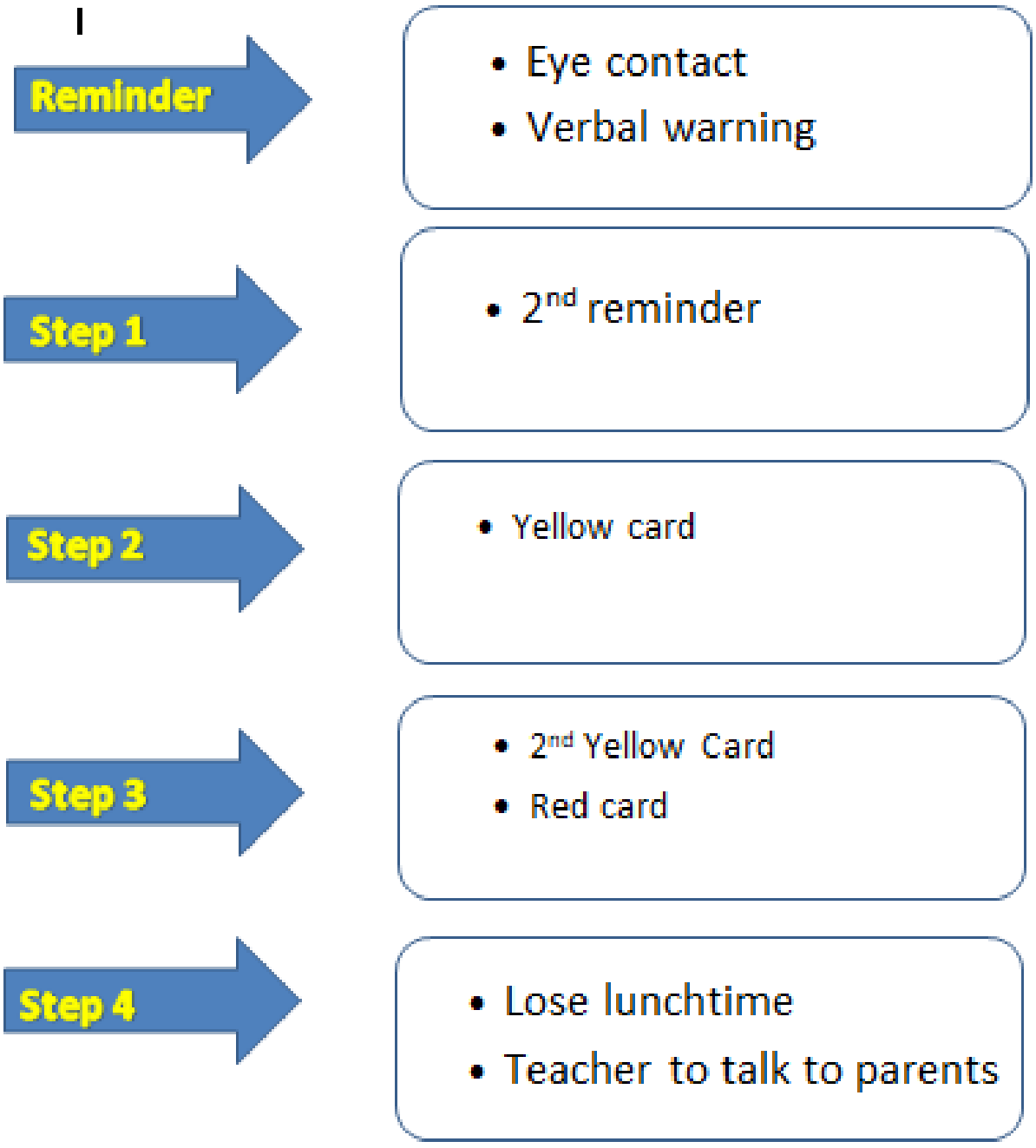
Support		
Proactive intervention *(Before the pupil displays challenging behaviour)*		
Early intervention *(At the first sign that the challenging behaviour could take place)*		
Reactive intervention *(where the pupils is already displaying the challenging behaviour)*		

The support plan will be reviewed each half term, more frequently if needed.			
Review Date:	Reviewed by:	Review Date:	Reviewed by:

Appendix 4- Lunchtime STEPS

LUNCHTIME STEPS

(in the hall)



LUNCHTIME STEPS

(in the hall)

Reminder





Step 1





Step 2





Step 3







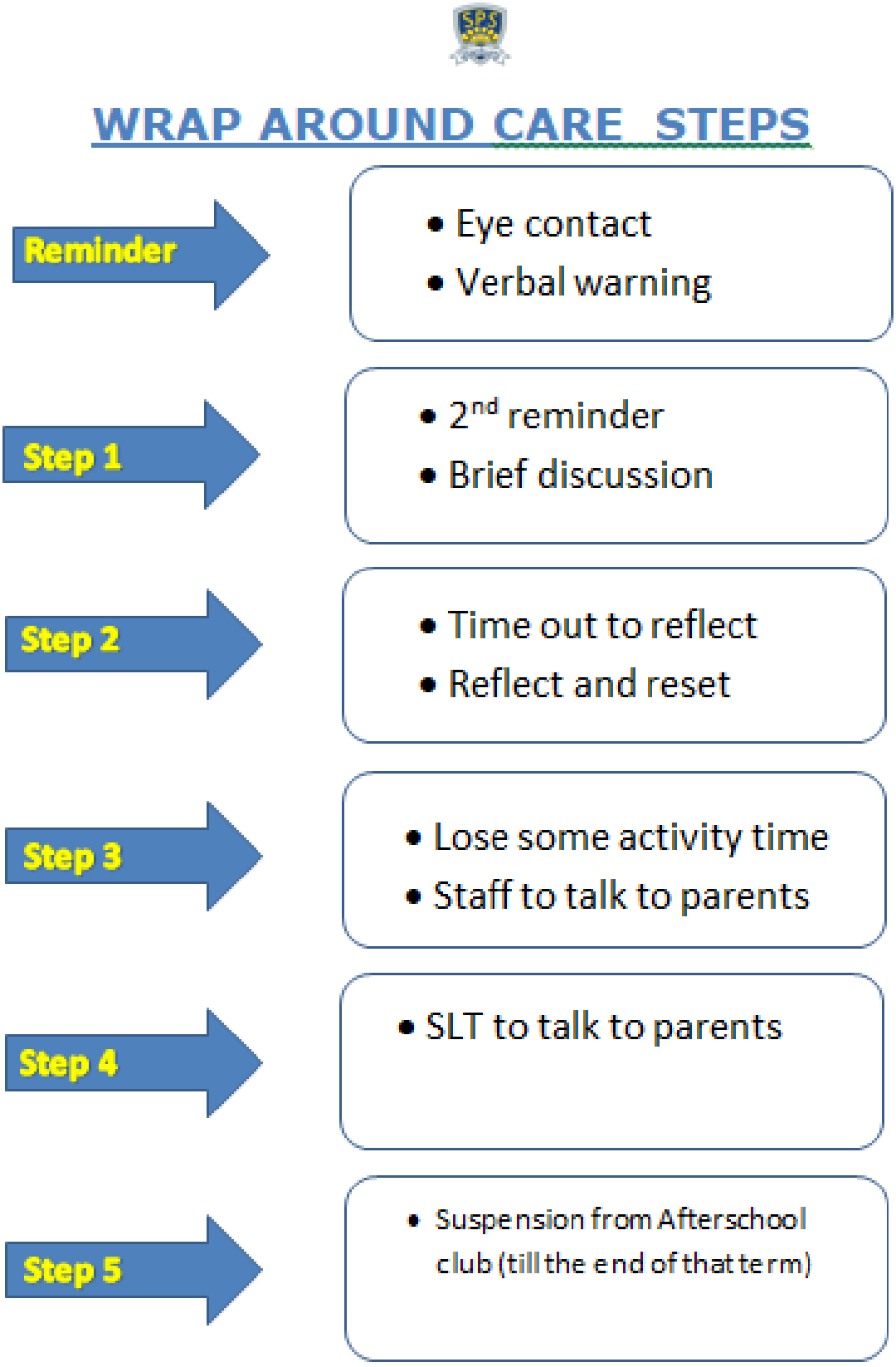
Step 4





Lunch Hall Consequences/Sanctions	
Initial Warning (Reminder)	Use of 'low key' initial warnings: eye contact, moving nearer to a child, Following the principle of least intrusive to most intrusive.
Follow Up Warning (Step 1)	Reminder of expected behaviour in the lunch hall (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual/others), praise will be given if the child is able to model good behaviour as a result of this warning.
Back of the line (Step 2)	The pupil will be shown a yellow card. The child is asked is asked to go to the back of the line. A member of staff will discuss events with the child (It's important that this conversation is with the adult who issued the consequence).
Eat lunch away from peers (Step 3)	The child is shown a second yellow card. This equals a red card. They will eat their lunch away from their peers. The child may be asked to reflect on the reasons why they have been given a STEP 3
Time in at lunch time (Step 4)	A child may miss some minutes; part; whole session of lunch time. Class teacher to talk to parents at the end of the day.

Appendix 5- Afterschool Club STEPS

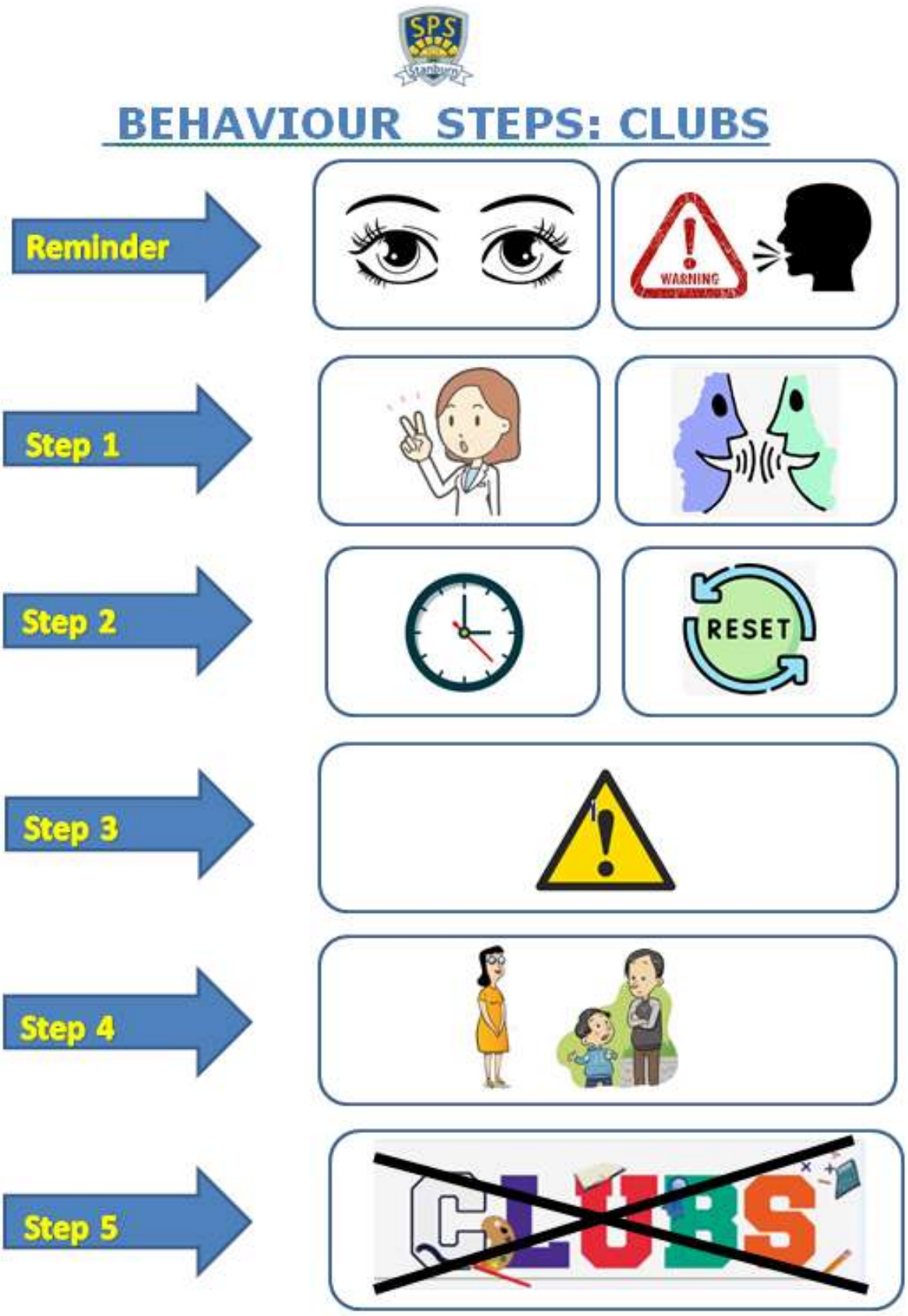


Wrap Around Care Consequences/Sanctions

Initial Warning *(Reminder)*	Use of 'low key' initial warnings: eye contact, moving nearer to a child, etc.… Following the principle of least intrusive to most intrusive.
Follow Up Warning *(Step 1)*	Reminder of expected behaviour (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual/others), praise will be given if the child is able to model good behaviour as a result of this warning.
Time out – Reflect and Reset *(Step 2)*	The child is asked to sit away from other children –and reflect on the choices that they have made (5 mins). At the end of the session 'Play Leader' will discuss events with the child (it's important that this conversation is with the adult who issued the consequence). The child will then be given the opportunity to 'reflect and reset'.
Lose Activity time *(Step 3)*	The child loses activity time (10 minutes; part of a session). At the end of the session the member of staff will discuss events with the child and then talk to parents informally at the end of the day.
SLT involved *(Step 4)*	If disrespectful behaviour continues in the room/play space as a result of repeated or severe disruption or a serious incident then the child will immediately be removed and a member of SLT informed. The Senior Leader on duty that day will contact the parents and inform them of the incident. Incident will be logged on CPOMS by WAC team. Parents will be informed that if disrespectful behaviour continues then this may lead to a more serious follow up consequences and first warning letter to be sent. The child may be temporarily secluded from WAC.
Suspension from Afterschool club *(Step 5)*	If there are two STEP 4 incidents in a half-term then this may result in a more serious follow-up consequence where the child will be suspended from afterschool club till the end of that half term. The senior leader will contact the parents/carers and inform them of the incident(s) and the decision to suspend the child from afterschool club till the end of that half term.

*A child who is on a STEP 5 in school during the day (an internal seclusion) will be allowed to attend afterschool club. They will have the opportunity to 'reset'. However if they demonstrate unacceptable behaviour in Afterschool Club then they will immediately be placed on STEP 4 of the Afterschool behaviour Policy and this will be counted as the first STEP 4 incident for that half term.

Appendix 6- Clubs



Clubs in School- Immediate Consequences /Sanctions	
Initial warning (Reminder)	Use of 'low key' initial warnings: eye contact, moving nearer to a child, etc.... Following the principle of least intrusive to most intrusive.
Follow up warning (Step 1)	Reminder of expected behaviour (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual/others), praise will be given if the child is able to model good behaviour as a result of this warning.
Time out – Reflect (Step 2) Discussion with child	The child is asked to sit away from other children –and reflect on the choices that they have made (5 mins; 10 mins; part of a session). At the end of the session a member of support staff will discuss events with the child (It's important that this conversation is with the adult who issued the consequence). The child will then be given the opportunity to 'reflect' and reset
1st formal warning (Step 3) Discussion with parent	At the end of the session the member of staff will discuss events with the child and then talk to parents at the end of the day. This will be the first formal warning.
2nd formal warning (Step 4) Child removed from this session Discussion with parent (may need to involve SLT)	If disrespectful behaviour warrants removal from the club because of repeated or severe disruption or a serious incident then the child will immediately be removed. Parents will be informed of the incident. Parents will be informed that if disrespectful behaviour continues then this may lead to a more serious follow up consequences (suspension from afterschool club).
Suspension from club (Step 5)	If there is no improvement in behaviour the parents will be asked to withdraw their child from the club. Any payment for FUTURE sessions will be reimbursed. Ensure the incidents are recorded on CPOMS.

Appendix 7- Reflection Form KS1

Reflect and Reset Form

Name_____ Class_____ Date_____

What happened?
Write or draw what happened

I was feeling
use the Zones of Regulation

What was the impact of my choice?

I stopped myself from learning



I stopped others from learning



I have made others feel



What can I do to make it right?

Say sorry



Write a letter to say sorry



Complete my learning



My idea



What will I do next time?

Signed by Pupil _____ **Signed by Class Teacher**_____

Reflection Form KS2

Reflect and Reset Form

Name_____ Class_____ Date_____

What happened? Write or draw what happened	I was feeling use the Zones of Regulation
What was the impact of my choice? I	
What can I do to make it right?	
What will I do next time?	

Signed by Pupil _____ Signed by Class Teacher_____