Behaviour for Learning Policy

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Date Approved: September 2026
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STATEMENT OF INTENT

At Stanway Primary School we aim to give every child the best possible education and start in life in our caring and aspirational school. Our curriculum reflects the needs of all our pupils: it not only focuses on the core skills, but gives opportunities for all children to develop their understanding and appreciation of the wider world and the part they have to play in it. We want to encourage and inspire creativity, and also help our pupils to develop as caring and thoughtful people, equipped to live in the modern world and develop rich and meaningful relationships with others.

We provide a nurturing, positive and purposeful environment in which to learn, that both children and staff can look forward to attending each day, and in which all children can be happy and successful. We recognise that establishing a strong relationship with our families is pivotal in ensuring our children progress and thrive in their journey through primary school.

Our staff provide opportunities and experiences aimed to engage, excite and stretch pupils and create confident and independent learners. Our ethos is embodied in our core values of Kindness, Respect, Ambition, Integrity, Perseverance and Teamwork to which we aspire and celebrate every day. We believe each individual can grow and learn through encouragement to identify and pursue their hopes and dreams, and the development of strong self-esteem, tolerance and respect.

ETHOS

At Stanway Primary School our aim is to achieve a happy, caring and safe environment, creating effective conditions for learning and promoting high standards in terms of behaviour.
We recognise that good behaviour comes from good relationships between children, parents/ guardians and staff, with mutual respect and trust. Building and maintaining good quality relationships is vital in supporting a person's distress, frustration and anger, and is a key factor in the success of de-escalation and de-fusion techniques. It is a core aim of our school that every member of our school community feels valued and respected, that each person is treated fairly and well, and there is an inclusive and tolerant environment for all.

Communication

It is essential that parents support our professional judgement and trust the decisions we make using the framework of this policy. Every member of staff is here to help your child, but we have to manage our roles and the needs of every member of the school effectively. Spontaneous communication, such as a conversation after school or a phone call, will be timely and related to a build-up of behaviour concerns or a significant issue. This might also happen in the form of a request for a meeting concerning your child's behaviour.

The communication of minor behaviour infringements or a daily account of presentation in school would be an unreasonable demand, although there are exceptions to this regarding SEND behaviour or where a log book has been put in place in response to previous patterns of behaviour. Parents can expect to liaise with class teachers initially, unless incidents are deemed serious enough to warrant the involvement of a member of the Senior Leadership Team.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP) and these values run through all the school policies and practice.

PURPOSE

- To encourage resilience and risk-taking within a secure and supportive learning environment;
- To provide pupils and staff with clear, consistent routines and systems;
- To ensure that clear boundaries support learning and progression;
- To ensure a clear dialogue with pupils about potential barriers to learning;
- To secure the involvement of pupils and parents/carers in pupils' learning and personal development;
- To model and support the development of a range of personal qualities and interpersonal skills such as courtesy, respect and sensitivity to the needs of others;
- To encourage self-regulation through a therapeutic approach;
- To build self-esteem and robust mental health;
- To promote the development of good personal relationships and tolerance towards others;
- To promote equal opportunities and value individuals regardless of gender, race, Special educational needs or disabilities (SEND).

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied:

Behaviour is something to	interpret
Children	Are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	Understood and included
Boundaries and limits are to	Keep everyone safe and meet everyone's needs
Rules should be	Developed together and adapted where needed
Consequences are	Only used within a process of restore and repair

`Inappropriate` behaviour is	A sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	Mostly in the environment and within the context of relationships
The solutions lie in	Understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	Wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

BEHAVIOUR FOR LEARNING EXPECTATIONS

Pupils will:

- **Have a positive attitude** and be engaged in their learning;
- **Respect** themselves and others, and respect everyone's learning environment;
- **Be kind** to others at all times**;**
- **Be responsible** for their own actions, learning and belongings;
- **Be resilient,** learning from their mistakes and take pride in their achievements;
- **Have good listening** behaviour- being attentive and facing the speaker, and following instructions promptly;
- **Follow** agreed class and whole school expectations.

Parents/carers will:

- Promote a positive attitude towards learning and the school community;
- Ensure children arrive at school on time and that they attend school every day that the school is open and available;
- Remember that we are all working together towards the same goals;
- Notify the school straight away regarding any issue concerning behaviour;
- Attend parents' evenings and support their children with any home learning
- Support the School's decisions regarding behaviour, whilst retaining their right to appeal against any decision with which they disagree;
- Treat all members of staff with respect and kindness.
- Refrain from discussing any issue on social media, instead speaking face-to-face with your child's class teacher in the first instance, in line with our open-door policy.

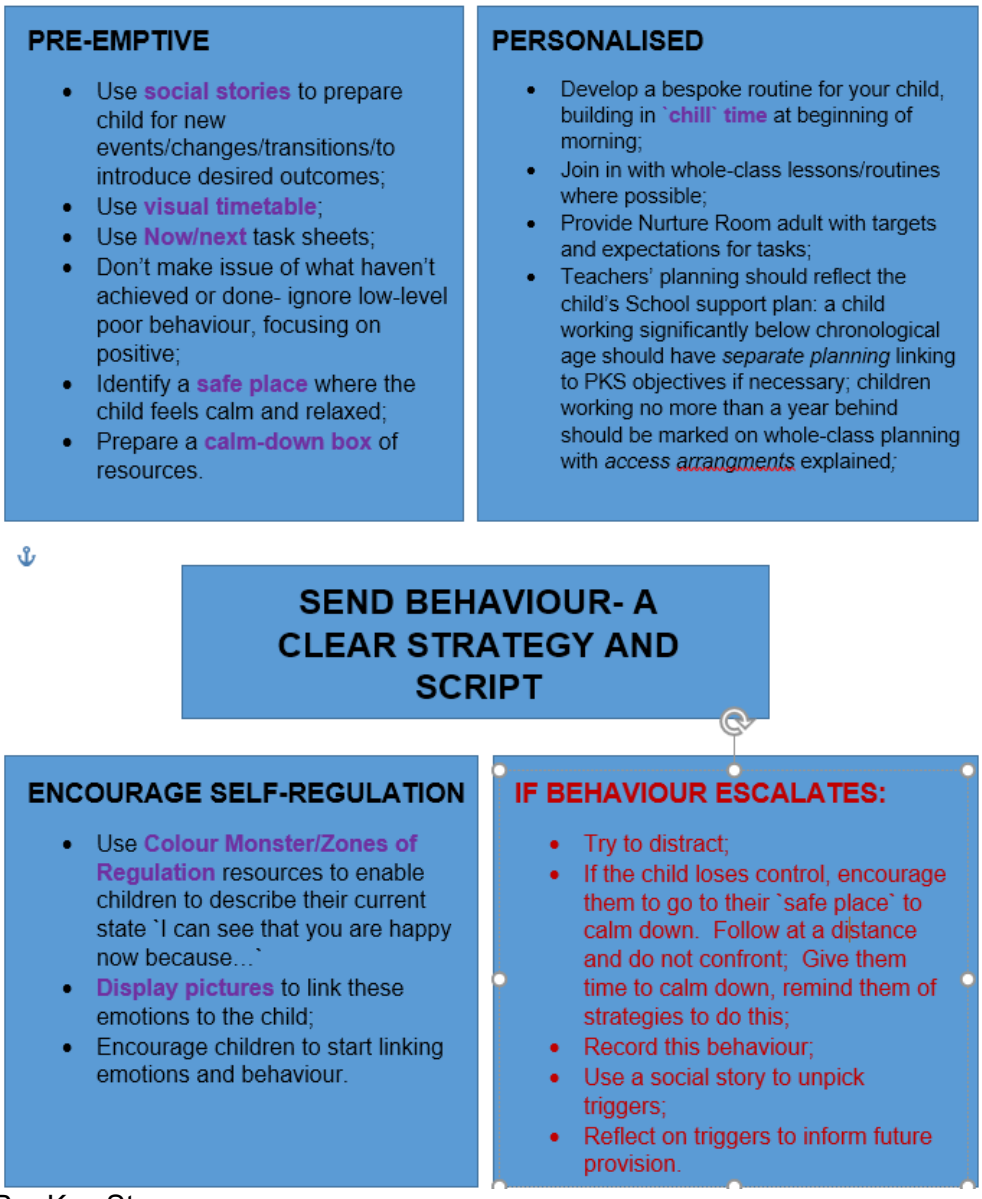
Staff will:

- Implement the Behaviour for Learning policy with consistency and impartiality;
- Be kind to others at all times;
- Establish a positive learning environment in their classrooms appropriate to individual needs;
- Encourage children to make sensible choices within the school;
- Give children the opportunity to change inappropriate behaviour;
- Label the behaviour but not the child;
- Use an intervention appropriate to the misdemeanour and the individual, taking into consideration the needs of children with SEND;

- Build children's self-esteem and try and find out the reasons behind unacceptable behaviour;
- Notify parents of any patterns of unacceptable or unusual behaviour.
  These expectations will be revisited with pupils on a termly basis.

SEND Pupils

These pupils will be expected to follow this policy to the best of their ability but we recognise that they will need extra support, and there may be occasions where these expectations will need to be adapted for an individual pupil's emotional and behavioural development. These will be made explicit within their School Support plan and should include strategies such as the use of Social Stories to teach understanding of the appropriate behaviour within different social situations. Whole class approaches to behaviour regulation are inclusive and follow SEND strategies. Staff take part in regular training sessions focusing on an aspect of the Trauma and Perceptive Practice approach or SEND behaviour. All staff should follow the applicable strategies and script outlined here when dealing with SEND pupils:



*PKS: Pre-Key Stage

Mobile Phones

Pupils are not allowed these in classrooms or throughout the school day and we strongly discourage parents from sending these into school. If it is absolutely necessary for a pupil to bring their mobile phone to school, then parents and pupils should abide by the terms of the Code of Conduct (Appendix I).

Our Behaviour Curriculum and Positive Behaviour Reinforcement

The School uses a variety of strategies in order to ensure that all children can follow the Behaviour for Learning Expectations. Rather than the emphasis being on punishing children for disruptive behaviour, we seek to teach skills to control and regulate behaviour. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos throughout the school. If there is an issue, staff will try to de-escalate, using de-fusion techniques.

We recognise that there often is a correlation between SEND and behaviour that is not acceptable within a whole-class situation and so we explicitly teach children our expectations of behaviour within a whole-class environment, how to interact with other children and adults in the dinner hall, on the playground or in different areas of the school. We use the terms and resources from the Zones of Regulation Programme and `The Five Point Scale` as well as `The Kids' Guide to Staying Awesome and in Control` by Lauren Brukner and `The Colour Monster` to support our teaching.

> *The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.*
>
> *By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.*
>
> www.zonesofregulation.com

We also teach the children what is good listening behaviour, and how to put their points of view across in a non-aggressive and confrontational way. We do not assume that all children have these skills before they enter our classrooms. In KS1, this may be done via a 5 minute catch-up before or after a lesson. In KS2, part of the class assembly is used to

explicitly explore self-regulation, but the level of support children will need to depends on their own strengths and weaknesses.

Our General Responses to Mistakes and Incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, but they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness, so that the child considers not only the consequences of their behaviour on themselves, but also the impact of their actions on others.

In using this process at our school, it can be useful to consider these four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person who has been affected by their action that they are sorry. This can be in the form of a verbal, written, picture or action. Where possible, a logical consequence (natural reparation) is used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible, a close alternative should be used.

At our school the staff work with the child to ensure they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to ensure a different outcome next time.

As a whole school, we offer these strategies to promote our behaviour expectations within our school community:

- Having a therapeutic approach
- Expecting children to take responsibility for their behaviour
- Being good role models in the way we talk and act towards all pupils and adults. In particular, by speaking to the children positively, by avoiding negative comments and avoiding shouting
- Expecting children to be smartly presented for learning when they enter the school buildings
- Expecting politeness and good manners and articulating what these are clearly
- Being clear and consistent in the way we talk to children and being explicit about our expectations
- Looking for opportunities to respond positively and giving descriptive praise whenever possible
- Involving parents when things are going well such as communicating praise, as well as when there are problems.
- Celebrating individual and group achievement through class and whole-school reward systems (Appendix II)

- Sending children to other adults to share their success
- Emphasising what is expected rather than what is not
- Ignoring, where possible, secondary behaviour. If secondary behaviour is not ignored there is a risk that primary behaviour gets lost amongst the less important, secondary behaviours;
- A weekly celebration assembly of our core values and certificates and points for exemplifying these;
- Half-termly tea parties led by the Headteacher or Deputy Headteachers to reward children nominated by teachers who consistently try their best and follow our school rules;
- PSHE lessons explicitly teaching behaviour regulation e,g, `The Colour Monster` in EYFS and Key Stage 1 and the `Zones of Regulation` in Key Stage 2 and focusing on our values;
- Positions of responsibility for the children such as being a School Councillor, a librarian, prefect, buddy to a younger child, Mental Health Champion or Dental Health Champion, maintains and regulates high standards of behaviour throughout the school, for example, by supporting their peers during lunchtime and break times and fostering positive relationships and patterns of behaviour.
- Structured and planned emotional support from adults to encourage self-esteem, self-confidence and motivation; such as acting as a personal mentor and meeting with a child/ and their parents on a regular basis.
- Specific use of outside agencies to provide focused support for individuals
- Regular training for staff
- Support for parents: informally and through initiatives such as coffee mornings held regularly throughout the year.

Using logical consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur whilst tailoring these to the needs of the individual. It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- adjusting seating plans
- adjusting uniform requirements for children with sensory issues
- arrangements for access to outside space
- child or young person escorted in social situations

- differentiated teaching space
- appropriate use of exclusion or suspension (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding (Appendix II). Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approache is an example of one)

Classroom Practice

Initially it is the responsibility of teachers to investigate patterns of poor behaviour more deeply and they should begin a dialogue with parents of children who develop a pattern of low-level behaviours that become a barrier to their learning. Incidents should be informally recorded so that a picture is built of any triggers or patterns of behaviour, and these can be communicated to others if necessary.

If this pattern continues, incidents will need to be recorded via CPOMS and it is important to inform the Phase Leader and involve the Senior Leadership Team as well as parents. Underlying issues may also be explored via the Cause for Concern process.

Some examples of unacceptable behaviour to be dealt with at Classroom level	***Some classroom management strategies which might be used by staff***
Distracting others Calling out A persistent lack of attention Moving round the classroom / school without permission Not following/disobeying instructions Misusing equipment Talking back to staff (including TAs and MDAs) Lack of manners e.g. pushing past others Anti-social behaviours shown in classroom settings	Tactical ignoring Removal of equipment Giving children a choice Verbally warning children Positive reinforcement of good behaviour Giving time-out or take-up time Sending children to an agreed class* Reflection time and completion of task at break/lunch with a trusted adult* Rewarding others' good behaviour

Figure 1: Low-level behaviour which would be dealt with by the classroom teacher and support staff.

these sanctions should not be used repeatedly and reviewed if they have little or no effect on behaviour.

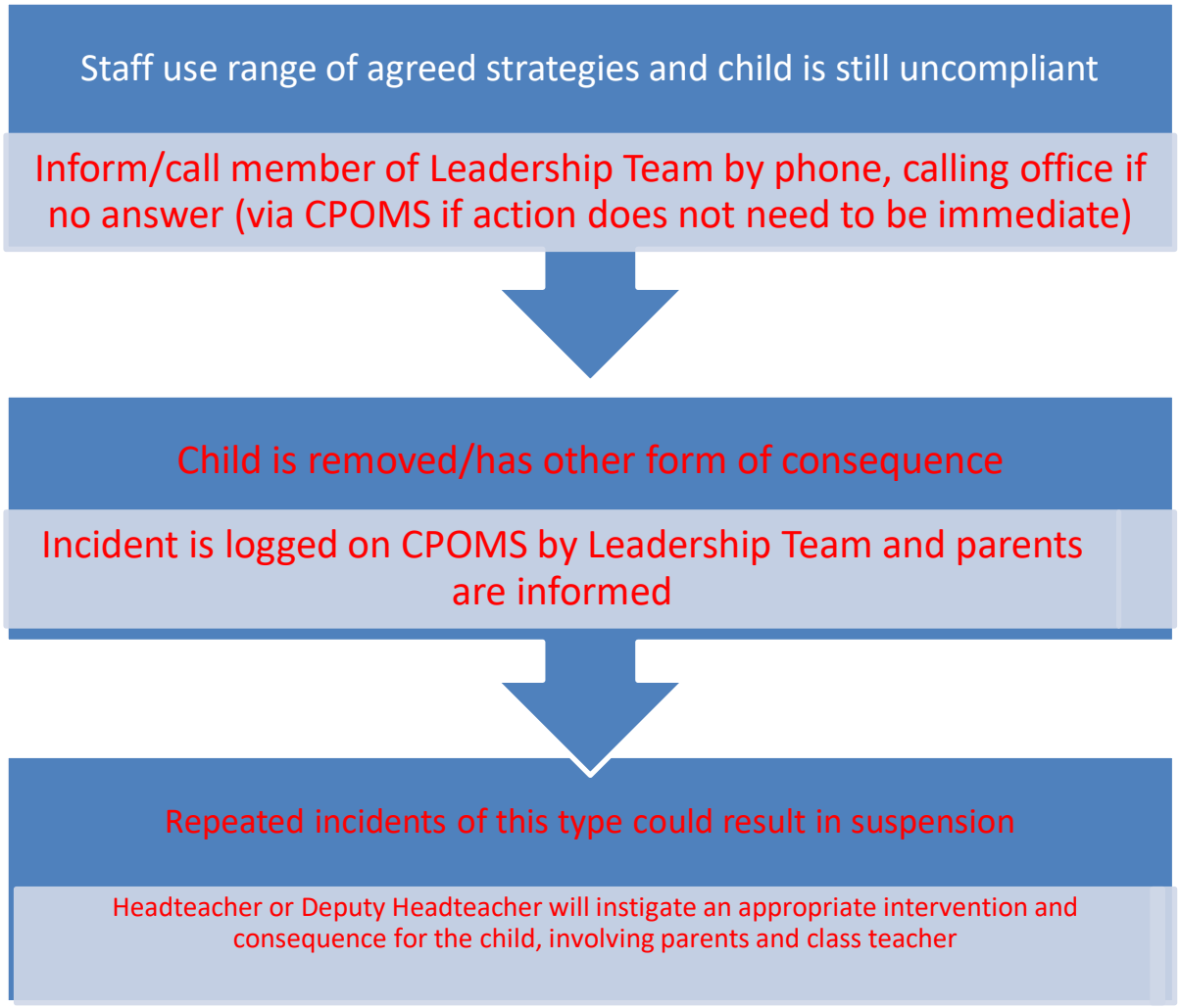
At Break and Lunchtime, the same expectations are held. OPAL Play allows for all children to integrate at any part of our site. Staff on duty have walkie talkies so that others can be contacted including members of the SLT. Examples of unacceptable behaviour will be managed by staff on duty and may result in the child being positioned on chairs outside the Headteacher or Deputy Headteacher's office for some reflection time.

Some serious behaviour will need the immediate involvement of the Senior Leadership Team and the SENDCO, depending on the individual's underlying needs:

Figure 2: Higher Impact behaviour (Non-compliance after all strategies have been used) requiring interventions by SLT

Serious behaviour incidents <u>needing the involvement of Leadership Team</u>
Repeated defiance of adults/single act of serious defiance of class teacher/member of staff or repeated refusal to follow instructions
Aggression/threatening behaviour (includes self-harming)
Explicit language / spitting at / biting a member of staff or child
Racial prejudice or any discriminatory behaviour
Bullying* *Also refer to Anti-Bullying Policy*
Theft
Dangerous items/substances being brought into school
Deliberate damage to school property
Children leaving the classroom or place of learning without permission

Below is a protocol for when additional assistance will need to be sought.



The SLT will follow this set of general principles:

- Opportunity for reflection and completion of task if necessary.
- Restorative approach followed.
- Incident recorded on CPOMS
- Parents notified by telephone by SLT member.
- Outcome will be personalised based on previous behaviour, severity, response from pupil(s).
- Removal from classroom for a limited time period depending on previous behaviour, severity and response from pupils for no longer than two sessions (one day) or changes to timetable. Parents/carers to be informed of decision via phone or face to face.
- If response leads to suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after suspension.

All behaviour incidents recorded on CPOMs will be analysed on a termly basis to interrogate repeat patterns and the effectiveness of the use of removal and whether frequently removed pupils may benefit from additional and alternative approaches, or whether teachers may require more support. This policy is reviewed annually by the SLT after input from all staff.

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and pupils, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or pupil) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable pupils. It identifies what is likely to cause stress to them, using all the information known about the pupil. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed (Appendix III).

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff (the Deputy Headteachers) may also use such force as is reasonable given the circumstances when conducting a search for knives,

weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. If any of these items are found, they will be confiscated and disposed of, given to the police if appropriate, or returned to parents. Parents will be informed if it has been necessary to carry out a search on a pupil. Searches will be recorded via CPOMS so that data can be collected on frequency and protected characteristics of pupils.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the headteacher or deputy headteacher. Incidents will also be reported to ECC via MySafety.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'** found here:

Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources

This policy should also be read in conjunction with the school's *Restrictive interventions, including use of reasonable force policy.*

Investigations regarding breaches of the Behaviour for Learning Policy

This section provides information on an occasion where behaviour exceeds that which has occurred before for that child, after existing interventions and consequences have been fully utilised, and thus is identified as a serious breach of the Behaviour for Learning Policy.

Before any decision is reached, a thorough investigation should take place.

1. Investigations will be conducted under the guidance of the Headteacher or Deputy Headteacher. All those involved in the incident should write a statement. Statements should also be gathered from witnesses where appropriate. These statements will be via CPOMs.
2. Guidance may be sought from the SENDCO if appropriate.
3. Once an investigation has taken place, the Headteacher who will then make the final decision about the most appropriate action for the pupil(s) involved after discussion with the SLT, and parents will be informed of this decision.

Suspensions

These are a last resort, and should only be used for one of the infractions listed below. Suspension means that a pupil is removed from the classroom and prevented from mixing with other members of the school community. Suspensions may be conducted internally (removal) or externally (suspension) depending on the severity of an incident.

Suspensions can vary in length according to the nature of the breach of policy and will take into account the age of the pupil and any underlying needs. During a removal, the child will be withdrawn from their class group and supervised by a member of staff while they complete work set by the class teacher, typically in the HT/DHTs' office.

A final decision will be made by the Headteacher as to whether suspension is an appropriate course of action, after discussion with the Senior Leadership team, and a thorough investigation with all involved (see next section). The Chair of Governors and Local Authority will be informed of any suspension. Suspensions and permanent exclusions will be conducted in accordance with this Policy and statutory guidelines.

After a suspension, a reinstatement meeting will be conducted by the Headteacher, Deputy Headteacher or a member of the School Leadership Team with the pupil and his or her parents or carers. The pupil's class teacher may be present. Data will be collected by the school in order to analyse patterns relating to pupils sharing any of the protected characteristics and to check that the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

The school operates in strict accordance with the updated DfE statutory guidance on School suspensions and permanent exclusions. In line with these updates, the school may implement a non-disciplinary 'safeguarding separation' where it is necessary to temporarily remove a pupil from the school premises to ensure they are kept physically apart from another student following specific allegations of harm. This measure is strictly non-punitive, and the school will work immediately with the local authority to ensure alternative education provision under Section 19 duties. Furthermore, any decisions regarding formal suspensions, permanent exclusions, off-site directions for behaviour improvement, or managed moves will strictly follow the updated 2026 procedural safeguards, review timelines, and anti-'off-rolling' protocols to protect the rights, well-being, and academic continuity of all our pupils.

Safeguarding separation is not a suspension and must not be logged as a disciplinary action on the pupil's record.

Aggression and violence

1. Aggressive or violent behaviour is unacceptable and will not be tolerated at Stanway Primary School. The Headteacher or Deputy Headteacher will make a professional judgement as to whether behaviour breaches this guideline. An incident does not need to result in physical harm for it to be considered serious and for the SLT to be involved. Incidents will be investigated and interventions and consequences will depend on the severity of the incident and age of the pupil.
2. Where there is violence, or where there is an attack by a pupil on another, then removal or suspension may be used, depending on the context, age of the pupil and underlying needs. Persistent offenders may face permanent exclusion.
3. Verbal abuse or verbal or physical threats against staff will be investigated and will result in a removal or suspension.

4. Physical violence towards staff will result in removals or suspensions and may result in permanent exclusion, depending on the severity of the incident, age of the pupil and underlying needs.

Defiance of staff

1. Continuing defiance of staff will not be tolerated.
2. Defiance could lead to either a removal or suspension from school.
3. In extreme cases, such as repeated defiance of the Headteacher, pupils could face permanent exclusion.

Swearing

1. Whilst swearing is regarded as verbal abuse and is unacceptable, we recognise that younger children may experiment with language without malicious intent.

The following sanctions may apply:

   a. Swearing overheard in conversation with another pupil; the member of staff will provide an intervention ensuring that the pupil is aware that their language was inappropriate and consequence;
   b. Swearing directly at a member of staff or child: the situation will be investigated according to the policy guidelines. Swearing at a member of staff will result in a removal;

2. Second and/or subsequent offences will attract a longer period of removal.

Damage to the school fabric or furniture

1. If the damage is accidental, there will be no charge. If the damage is the result of silly behaviour, parents/carers will be informed and the cost of repair/replacement will be shared between those involved.
2. Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions may result.

Dangerous items and substances

1. Pupils are not allowed to bring dangerous items into school- knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. This includes items that could constitute a weapon or substances such as cigarettes/e-cigarettes, aerosols or anything which could be deemed illegal or dangerous. Pupils who do so will be internally or externally excluded for a fixed period, depending on the nature of the offence.
2. The police will be informed in all cases where a dangerous weapon or substances deemed as illegal are brought onto the school site.

Theft

1. Theft will attract either internal or external exclusion depending on the severity of the offence. In addition, the cost of those items that have been stolen will be recovered from the pupil involved.
2. The police will be informed when appropriate.

Setting off the fire alarm without threat of fire

1. Setting off the fire alarm or damaging fire protection equipment is a criminal offence that puts the health and safety of pupils and staff at risk. Any pupil who intentionally sets off the fire alarm will be removed for one day.

Behaviour on school trips and public transport

Pupils on school trips, visits and on buses are representing Stanway Primary School. Pupils are expected to follow the Behaviour for Learning Policy. Pupils and staff will also be expected to adhere to the rules and expectations of the establishment of they are visiting.

Behaviour Outside of School Premises

We have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable if this is witnessed by a staff member or reported to the school. Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or in charge of a member of staff at the school. The severity of the sanction will depend on the previous behaviour, severity, and response from pupil.

Behaviour Incidents Online

The way in which pupils relate to each other online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. Where we suspect a pupil of criminal behaviour online, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and we will make every effort to preserve any relevant evidence. When making a report to the police, it will often be appropriate for the Designated Safeguarding Lead to make in tandem a report to local

children's social care. Once a decision is made to report the incident to policy, we will ensure any further action we take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as they do not conflict with police action.

Where a pupil's conduct does not fit into any of the areas stated previously but disturbs the learning environment, puts pupils or staff at risk, or affects Stanway Primary School in any detrimental way, removal or suspension will be considered. Depending on the severity of the incident pupils could face permanent exclusion.

Record keeping and contact

1. Teachers should record any conversations with parents, regarding behaviour, on CPOMS and be aware of the need for a professional and clear record, as well as using CPOMs for when incidents have escalated or are deemed significant.
2. MDAs/TAs on lunch duty will inform SLT on duty of incidents (MDAs) or use CPOMS (TAs) in the case of significant incidents. Low-level behaviour should be reported to class teachers verbally.
3. Detailed records of all formal contact with pupils and parents must be recorded via CPOMS.

Bullying
See Anti Bullying Policy.

Racist Incidents
See Racist Incident Policy.

APPENDIX I

Code of Conduct for Pupils

As a general rule, mobile phones are **not allowed** on site at Stanway Primary School. We strongly discourage parents from sending their children in with mobile phones as we feel that children of primary age are not old enough to be fully responsible for their safe use. We also know that they can be a distraction and a means of bullying or intimidating others. Therefore:

- Only pupils in year 5 and 6 who are walking to or from school without a parent can bring their phones in to school where a parent feels it is absolutely essential for them to do so.

We feel that this should be the exception rather than the rule, and urge parents to think very carefully about whether or not allowing your child to bring their phone into school is appropriate.

If you wish for your child to bring a mobile phone into school, the following Code of Conduct must be signed by both parent and pupil. We reserve the right to revoke permission to bring a phone into school, should any of these criteria be breached in any way.

1. Mobile phones must be switched off (not just put on 'silent') when entering the site and handed to the class teacher on arrival to the classroom.
2. Mobile phones are not permitted to be used during lessons or in any other part of the school grounds.
3. You may not use your mobile phone in the toilets or changing rooms. This is to protect the privacy and welfare of other pupils.
4. Photos or recordings (either video or audio) of school staff or other pupils are strictly prohibited on site.
5. Avoid sharing your contact details with people you don't know, and don't share other people's contact details without their consent.
6. Do not use your mobile phone to bully, intimidate or harass anyone. This includes bullying, harassing or intimidating pupils or staff via:
    - Email
    - Text/messaging app
    - Social media
7. Rules on bullying, harassment, and intimidation apply to how you use your mobile phone even when you aren't in school.
8. Do not use vulgar, obscene or derogatory language while on the phone or when using social media. This language is not permitted under the school's behaviour policy.
9. You must comply with a request by a member of staff to switch off, or hand over, a phone. Refusal to comply is a breach of the school's behaviour policy and will be dealt with accordingly.

10. The school does not take responsibility for any loss or damage to the phone while it is in school.
11. Phones are not permitted to be taken on school trips/visits.

If a phone is bought in without prior permission, it will be confiscated. Parents will need to pick it up from the School Office as soon as possible.

Permission form allowing a pupil to bring their phone to school

PUPIL DETAILS	
Pupil name:	
Year group/class:	
Parent/carer(s) name(s):	

The school has agreed to allow the above-named pupil to bring their mobile phone to school because they walk to and from school without a parent or adult and their parent has deemed it necessary for them to carry a phone for this purpose.

I agree to abide by the school's mobile phone code of conduct/acceptable use agreement at all times and recognise that the school reserves the right to revoke permission should my child not abide by the policy.

Parent/carer signature: _____

Pupil signature: _____

Date:_____

APPENDIX II- BE THE BEST YOU CAN BE ***POINTS SCHEME***

Aims:

- to ensure a team approach within a class;

- to reinforce our Community values, especially those of kindness and respect;
- to improve punctuality and attendance;
- to assist with the promotion of good behaviour throughout the school, both in the classroom and within shared areas such as corridors and the dinner hall;
- to celebrate achievement at an individual level.

Objectives:

- to introduce a points-based scheme that can be used at a class and school level by all members of staff;
- to reward good attendance and punctuality;

RATIONALE:

We want to raise the profile of good behaviour further within the school, and encourage useful inter-personal skills such as teamwork and kindness through positive behaviour management. By introducing a reward scheme to support this throughout the school, we hope to involve *every member of the school community* in promoting good behaviour, and also give the children some individual responsibility and awareness of the importance of key employment expectations such as attendance.

We are already using our Celebration Assemblies to reinforce our school values and use of Reading and Maths initiatives. This scheme will fit alongside these to enhance daily life at school, and involve all children further. If successful, it also could be expanded to involve School Houses and Inter-house competitions.

THE SCHEME:

From after half-term children will be introduced to the three `P`s- Proud Points, Punctuality Points and Polite Points, as part of **Being the Best that You Can Be**.

The criteria for each point is as follows:

Proud Points will be given out to learning of which the child should be particularly proud. One point will generally given, but for exceptional pieces, up to 5 Proud Points may be awarded.

Polite Points will be given to children who show courteousness or kindness during the daily routines of school life, including in corridors or in the dinner hall. This is a chance for other adults around the school to praise children whom they feel are a credit to the school.

Punctuality Points: Children who attend school on time (they enter the school by 8.45 and get to the class within a few minutes) can be given a Punctuality Point.

Children who are awarded a Values Certificate can also be awarded a point e.g. a Leadership or Community Certificate may collect 1 or 2 Polite points, or any of the other values might collect Proud Points.

Points can be given instantly in class via the application or through a plastic counter, reflecting the colours above, given to a child which they need to hand to their class teacher.

Celebration of Points

Each week, the class in each Key Stage (Upper Key Stage Two, Lower Key Stage Two and KS1) with the highest number of points overall allocated that week will be given fifteen minutes extra breaktime or golden time on Friday.

The rolling total of points will be logged over a term and the winning class will have a special reward chosen by the class teacher (a pyjama day, popcorn and a film etc etc).

Each week, class teachers will celebrate the achievement of individuals within the class- child with most type of each point, child who has improved the most etc etc. They may like to design their own certificate or give stickers.

Each week, the class with the most Punctuality Points within each key stage will get to keep the Attendance Bear for the week. Children with a high number of punctuality points will also be awarded in the final assembly of the term.

Dealing with School-Wide Behaviour Consistently

POSITIVE BEHAVIOUR RECOGNITION
We want to recognise all kinds of positive interaction in school whether it is from a child making particularly good efforts with work or working collaboratively within a group or behaving in a kind and caring manner. We also feel that it is important to

reward children who consistently follow instructions without complaining, are pleasant to others and who embody our values on a daily basis.

Behaviour	**Reward**	
	Key Stage One	*Key Stage Two*
1.Children who meet a personal goal/target	Stickered Work	Sticker/stamp/positive comment
2. Children who work particularly hard during a lesson	Proud Point	Proud Point
3. Children who are polite or kind	Polite Point	Polite Point
4.Consistently hard work/sustained effort	Sent to AHT/Subject Lead to show work and parent hub message	Sent to AHT/Subject Lead to show work and parent hub message
5. Children exemplifying values	Values certificate in reward assembly	Values certificate in reward assembly
6.Outstanding Work	Visit to HT and Gold HT sticker/possible HT certificate	Visit to HT and Gold HT sticker/possible HT certificate
7. Children who consistently work hard, listen, follow instructions and exemplify values	Once a half-term, teachers pick two different children who meet this criteria. They take part in a tea-party with the DHTs and HT	Once a half-term, teachers pick two different children who meet this criteria. They take part in a tea-party with the DHTs and HT

CONSEQUENCES OF BEHAVIOUR INFRACTIONS

These consequences should be followed in line with actions listed in the Behaviour for Learning Policy. It is expected that children will be given two warnings for a new behaviour before the consequence is put in place. Where children have a separate Behaviour Plan, teachers primarily should use strategies, rewards and consequences within this document. Parents should be informed for incidents #4 onwards or if incidents are repeated. SEND Behaviour should be dealt with initially using the child's

support plan (which will include use of the Nurture Room if necessary) and the De-escalation sheet included in the Behaviour Policy.

Behaviour Incident	Consequences	
	Key Stage One	*Key Stage Two*
1.Lack of work during lesson	Up to 5 minutes off break	Up to 10 minutes taken from break to complete part of work
2. Continued lack of work during lesson	Removal to AHT class	Removal to AHT class
3.Rudeness to adult or disruption to lesson	5 minutes Time Out outside HT office	5 minutes Time Out outside classroom
4.Continual rudeness or disruption	Removal to AHT class and break from Club	Removal to AHT class and break from Club/football
5.Physical Incident within classroom	Involvement of SLT	Involvement of SLT and possibility of removal from classroom for specified period of time
6.Poor behaviour at breaktime (rudeness to staff/deliberate disobedience/anti-social behaviour)	At beginning of break, supervised by adult for remainder of breaktime Staying with adult outside for 10 minutes of lunchbreak	At beginning of break, SLT called to come and take inside 10 minutes taken from lunchbreak (supervised by SLT)
7.Poor behaviour at lunchtime (rudeness to staff/deliberate disobedience/anti-social behaviour, e.g racist/homophobic/derogatory language)	Instantly, where possible, 10 minutes taken from lunchbreak the following day (supervised by SLT)	Instantly, where possible 10-20 minutes taken from lunchbreak the following day (supervised by SLT) A more serious incident in KS2 may result in

		missing one or more lunchtimes entirely
8. Anti-social behaviour around the school e.g. destruction of property or damage to school building	Equivalent time taken to mend situation during their free time	

APPENDIX III Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation

to the assessed risk. Best practice would be to involve parents/carers and the CYP in this process.

Possible questions to inform the risk assessment:

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable CYP (those that are most likely to become dysregulated when, where including activities and areas);
- Existing preventative measures and evaluation of the other potential risks;
- Additional preventative and control measures identified, including timescales;
- Communication procedures and review arrangements.

2. Write an Action Plan

Any actions should be written and monitored by the HT/SLT and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CYP or groups of children and young people. The plan should include the following:

- Action required
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and Update the Assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

1. If a child is not following these rules they will have a reminder of behaviour expectations.
2. If behaviour continues, this will be followed by a warning. If appropriate, this will be shared with the class teacher via the correct reporting form.

3. If poor behaviour on the playground continues, then a member of the Leadership Team should be made aware.
4. Serious incidents will be brought to the attention of the Leadership Team immediately.

If there is an incident involving extreme violence, for example, a fight or a safety concern, then a member of the Senior Leadership Team should be called immediately. If you cannot contact a member of the SLT, contact the School Office.