



STANTON ST QUINTIN PRIMARY SCHOOL

Behaviour Policy

'The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'. Elton Report 1989

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To motivate, educate, nurture

1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Exclusion from local-authority-maintained schools, academies and pupil referral units.](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles,
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Guiding Principles

Stanton St Quintin Primary & Nursery School are committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment.

Our core values which include Trust, Respect and Courage permeate through all that we do and help all members of the school community to enjoy a nurturing and supportive learning environment.



Through prioritising relationships and building **trust** between staff and pupils, we are well placed to support pupils to engage with their peers, their learning, the environment, and society in general in a positive way. This deep-seated **trust** supports us to embrace new challenges in a supportive environment.

Mutual **respect** is the cornerstone to our approach, with staff and pupils deepening this connection every day. A respectful culture helps us to feel empowered to make our own choices knowing we have the understanding of our peers.

The holistic development of the whole child is central to our approach and we are passionate about ensuring that Stanton pupils are taught effective strategies of recognising, managing and regulating their emotions. By being open and honest about their wellbeing and emotional state, we hope to support pupils to have the **courage** to say how they feel and take action to ensure that their wellbeing is prioritised by themselves and others. Only as a balanced, rounded individual can our pupils excel.

We recognise that poor behaviour is a demonstration of need and so aim to understand the drivers for undesirable behaviours to support children to engage in a more positive way. Using a trauma informed approach, we prioritise positive relationships and build **trust** and mutual **respect** to help pupils have the **courage** to regulate their emotions.

Strong emphasis is placed on emotional health and well-being within the context of high expectations of the standard of behaviour demonstrated around school. Whilst we recognise individual challenges, our approach is fair and consistent to ensure that Stanton is a **safe and happy** place to learn.

4. Expectations

Giving clear and consistent boundaries and expectations means that all adults and children know what is expected of them. Because of this, at Stanton we have 3 Golden Rules. All adults model these expectations and hold children accountable to these clearly and calmly.



Without pupils that are Ready, Respectful and Safe (RRS) we cannot create a learning environment where everyone can excel and demonstrate our core values of trust, respect and courage. All pupils and staff are expected to demonstrate that they are ready, respectful and safe at all times. This will look different at different times and in different locations around school – staff will consistently refer to ‘RRS’ to support pupils in understanding what is expected of them.

We expect all adults involved in the school to demonstrate positive, respectful behaviour through their interaction with each other and children, modelling the positive social skills we want pupils to develop.



Poor behaviour is defined at our school as any behaviour which is not in accordance with RRS. This may include (but not limited to) disruption to lessons, non-completion of classwork or homework or poor attitude for example.

5. Roles and responsibilities

5.1 The governing board

The fully governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The full governing body will also review this behaviour policy in conjunction with the Executive Head/Head of School and monitor the policy's effectiveness, holding the Executive Head/Head of School to account for its implementation.

4.2 The Executive Head /Head of School

The Executive Head/Head of School is responsible for reviewing this behaviour policy in conjunction with full governing body, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Executive Head/Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

4.4 Parents

Parents are expected to:

- Support their child in adhering to the golden rules of 'Ready, Respectful, Safe'
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Promoting positive behaviour

Positive reinforcement is a key component of our provision and is offered regularly adults through smiles and positive body language, descriptive verbal praise, stickers and house points. Staff are reminded of the power of language and to use explicit reasons for giving praise to both promote the positive behaviour further and remind others of the expectations.

We aim to 'catch them being good' multiple times per day for every child.

We recognise and reward positive behaviour which goes above and beyond our core



expectations of ready, respectful, safe in the following ways

Positive behaviours Rewards	Rewards
• Demonstrating our school values of trust, respect and courage • Excellent contributions • Excellent classwork • Excellent teamwork • Excellent manners	• Explicit verbal praise • Stickers • House points • Certificates • Conversations with parents/carers

House points are gathered by children for demonstrating positive behaviours. For more information see House Point System. When a child has earned 100 points, they will be invited to afternoon tea with the Head of School.

Values & Learner of the Week **certificates** are issued by class teachers and celebrated in weekly celebration assemblies. These certificates are awarded to pupils who have excelled themselves during that period.

Staff may also issue **stickers** to reinforce praise, especially for our youngest children.

6. Managing and modifying poor behaviour

At Stanton we use the language of choices to help pupils become socially aware of their impact on others and help them learn to take ownership of their actions. A restorative practice approach to dealing with negative behaviour. This works on a principle of 5 questions (see Appendix B)

Conversations are used to support children in reflecting on their actions and plan how to respond in future. This is clear and predictable, with all adults following the steps consistently.

Stage 1: Reminder A child does not follow the class agreement of RRS.	A positive reminder of the three simple rules (ready, respectful, safe) This reminder may be phrased as: <i>I need to see you...(following the agreed routine).</i> <i>I expect...(to see your table immaculately tidy in the next two minutes).</i> <i>I know you will...(help Kyra to clean the pen off her face).</i> <i>Thank you for...(letting go of her hair, let's walk and talk).</i> <i>I have heard what you said, now you must...(collect your things calmly and move to).</i> <i>We will...(have a better day tomorrow).</i> <i>Think carefully about your next step</i> Repeat reminders if reasonable adjustments are necessary. Adult to give child time to reflect.
Stage 2: Warning After a clear reminder, choices	A clear verbal choice delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. This could be phrased as:



clearly repeated, the child continues to not follow RRS.	<i>You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make your decision.</i> Ensure the child understands what is being said to them and is given child time to reflect.
Stage 3: Consequence After several clear reminders of the expectations, the child is given a clear choice.	The same clear choice delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Time out may be needed at this point and it may be most effective to have this conversation outside the classroom. Adult to use intervention to support pupil to make a positive choice. <i>I noticed you are..(having trouble getting started/struggling to get going/ wandering around the classroom)</i> <i>It was the rule about...(lining up/ being respectful) that you broke.</i> <i>You have a choice, if you continue to not follow the school rule of Respect then you will... (catch up at playtime) if you decide to ... (what you want to see) then you will have completed the lesson and may get a house point.</i> <i>Do you remember last week when you... (arrived on time every day/ got that positive note)</i> <i>That is who I need to see today ...</i> <i>Make the right choice today...</i> <i>Thankyou for listening. (Walk away and give child some take up time).</i> If a child continues to demonstrate the behaviour despite conversation they are to be referred to Head of School/Executive Headteacher. As a consequence of the behaviour demonstrated, the child's parents/carers are informed via phone call or a short meeting at collection time, with the child present wherever possible. A record is to be added to behaviour file to capture the behaviour demonstrated, the views of the parent/carer and the outcome/next steps.
Stage 4: Escalation	If a child continues to demonstrate the behaviour despite conversations and support in place further consequences at this stage may include loss of privileges, removal from the classroom for a defined period.

7. Recording Behaviour



CPOMS is a secure digital platform where safeguarding concerns and behavioural incidents are confidentially recorded. It enables all staff to log incidents and view those relevant to their responsibilities, about safeguarding and promoting the welfare of the children in accordance with statutory guidance. These are monitored by the Executive Head/Head of School, DSL and DDSLs regularly.

8. Extreme behaviour

Extreme behaviours may include:

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

Where a child demonstrates extreme behaviour, a sanction will be determined by the Executive Head. This may include removal of playtime, suspension, or exclusion.

Any suspension or exclusion will follow the procedures outlined in our suspension and exclusion policy.

Where a pupil has demonstrated extreme behaviour, parents/carers are informed immediately, records entered on CPOMs and a meeting held.



We believe that any pupil demonstrating extreme behaviour is communicating an extreme need, socially, emotionally, or otherwise. As such, pastoral support plans may be drawn up in response to the demonstration of extreme behaviour to support pupils in finding more appropriate strategies in the future.

9. Bullying

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

Bullying is, therefore

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Child on Child Abuse

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children both on- and offline. It is essential that all staff understand the importance of challenging inappropriate behaviours between children. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Stopping harm, ensuring immediate safety, and promoting the welfare of children are our core priorities.

10. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.



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

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

Sanctions for sexual harassment and violence may include removal of privileges, increased supervision by adults, suspension and exclusion.

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our safeguarding policy for more information.

11. Off-site behaviour

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

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

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

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

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



12. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

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

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

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

13. Confiscation

Any prohibited items weapons,

- illegal drugs
- alcohol
- pornography
- fireworks or flares

found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

14. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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



15. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- Positive behaviour management and restorative strategies
 - Special education needs and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
 - Solution focussed thinking and questioning.
 - Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of peer on peer abuse.
 - Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of children.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

Staff support

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

17. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

18. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.



To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

19. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

20. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND policy

Appendix A: Behaviour principles written statement

This is a statement to set out Stanton St Quintin and Langley Fitzurse Schools broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the Executive headteacher, who will view each case in light of these principles and any relevant policies.

The governing body is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Therefore, at Stanton St Quintin and Langley Fitzurse Schools, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Principles

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.



- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy. • Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- At Stanton St Quintin and Langley Fitzurse Schools, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions and expulsions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils should help staff by showing good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, the headteacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.



- Everyone in the Stanton St Quintin and Langley Fitzurse Schools community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a members of Stanton St Quintin and Langley Fitzurse Schools.

Appendix B: Restorative Approach

A restorative conversation is more than a process or a set of questions. The purpose is to focus on the behaviour, consequences and planning for the future rather than the emotion of the situation.

Conversations should use 5 of the questions listed below to explore the behaviour demonstrated and next steps.

1) What happened?

It is important to listen dispassionately and carefully to the child's account without interrupting or disagreeing. It is also important to give your account from your perspective without judgement. Take care of how you present your view – go slowly and carefully using facts only.

2) What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the child that their initial thoughts might have sent them down the wrong path.

3) What have you thought since?

This question may allow the pupil a change of attitude, a shift in explanation or even an apology. Some of their thoughts will have been negative, angry and frustrated even if they can't verbalise this. Some will lead the conversation off on a tangent – the adult will need to help tease out the heart of the problem.

4) Who do you think has been affected by your actions? In what way were they affected?

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to highlight this. They may not have noticed the audience – the child has to have the opportunity here to consider others. To think of their behaviour on classmates who were worried by their anger, saddened by the disruption, visitors who were shocked or younger children who were scared.

Often the first response to this is – me. I am missing my break, it was my pen which got broken etc. It is with gentle encouragement that the child can see the bigger picture: 'What about Mrs X – how might she have been affected because she couldn't help her group?' 'What about child x who hates loud sounds?' 'What might mum say?'

The more we ask this question the more the child will begin to question themselves – potentially in the moments of poor behaviour. We are teaching the children to use their conscience.

We must deliberately encourage children to have empathy with other people.



5) What should we do to put things right & how can we do things differently in the future?

It is very important that this does not seem like the time to demand an apology. There may be other things to put right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. A forced apology is worthless. It may take the child some time to reach this point. They may apologise in a tone that you don't favour. Try not to criticise. Accept any apology whenever it is offered with reciprocation, even if it could have been said with more feeling.

This step is imperative for children as it supports them to visualise the future. It is likely that the child will meet similar situations and frustrations in the coming days.

Some prior planning will help them to recognise their behaviour pattern. This doesn't mean they will immediately be able to change, but they will be more aware of their poor choices.