Stocks Green Primary School

Learning to Live , Living to Learn

2026

Behaviour for Learning Policy

Reviewed on	**October 2026**
Date for Review	**October 2027**
School staff responsible for policy	**SLT**
Designated Governor Committee	**P&P committee**

Tracking Changes	
October 2026	Change of learning behaviours being referred to the Teaching and Learning Policy rather than Behaviour Curriculum

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THE STOCKS GREEN WAY

S.G. WAY

Ready
Respectful
Safe

VALUES

Kind
Respectful
Honest
Resilient
Inclusive

ADULT BEHAVIOUR

- Calm, consistent and fair
- Always give first attention to the best behaviour
- Show deliberate botheredness for all pupils
- Meet and greet pupils at transitions during the day with a smile and 'good morning' or 'afternoon'
- Recognise 'Above and Beyond' behaviour and work

RESPONSE TO BEHAVIOUR

1) Pre-emptive stage -A reminder of the three elements of the Stocks Green way or behaviour expectations

2) Proactive Microscript

3) Consequence chosen from the Consequence Quadrant

4) Closing the loop - always follows a consequence

KS1 CLOSING THE LOOP

1) What happened?

2) How did this make people feel?

3) What should we do to put things right?

ABOVE AND BEYOND RECOGNITION

- Above and Beyond Work or individual excellence - Headteacher's Award and a text home
- Above and Beyond in class all week - 'Above and Beyond' Award in assembly and parents invited to attend
- Showing the school values consistently - The Values Cup and Values Cup for Sport and name in the school newsletter

PROACTIVE MICROSCRIPT

I noticed that you are...

I need you to … What do you need to help you achieve that?

Remember, if it does not change we will have to look at a consequence.

Or

When you are ready to talk I am here.

KS2 CLOSING THE LOOP

1) What happened?

2) What were you thinking and feeling at the time?

3) How has your action affected others?

4) What should we do to put things right?

5) How can we do things differently next time?

Beliefs, Stocks Green Rules and Values

Stocks Green Primary School believes that good behaviour is a cornerstone to effective learning and wellbeing for all. We recognise the importance and need to **not** manage behaviour but change it in order for our pupils to become responsible, kind and respectful members of society through our approach to teaching behaviour. We believe that good behaviour begins with a positive approach to behaviour management, effective role modelling of kind and respectful behaviour by adults and holding high expectations for all pupils. We believe that adults should reflect on their own behaviour when managing pupils and that they should teach children to reflect on how their behaviour impacts others. By modelling a consistent, kind, caring and respectful approach to behaviour, we believe we can create an environment and culture where pupils learn to be respectful and reflective citizens. Our ethos to behaviour is based on the approach outlined in the work of Paul Dix in his book 'When the Adults Change, Everything Changes.'

This document will begin by outlining our ethos to approaching behaviour followed by legislation and statutory requirements.

Purpose and Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To ensure every member of our school community feels valued and respected, and that each person is treated fairly and well
- To work together in a supportive way, with the main focus not being on rule enforcement, but the promotion of good relationships so that people can work together in a considerate and effective manner
- To help children to become positive, responsible, resilient and increasingly independent members of our community
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of all pupils, including those who can occasionally present difficult or dangerous behaviours

A summary of the approach outlined in this policy can be found in the Behaviour Summary (Staff Response to).

The Stocks Green Way

The Stocks Green Way underpins our core expectations and belief about behaviour and is used in all discussions about behaviour. We believe that The Stocks Green Way encompass all forms of behaviour within the school and allows students to have certainty in what is expected of them throughout the school day.



Our Core Values

Stocks Green has worked with all stakeholders at the school to develop a set of shared values. These are the values which we feel will enable all members of our school community to grow, develop and thrive into considerate, reflective and responsible citizens. The values are embedded within the culture of the school, spoken about frequently and modelled by all adults. Children who show the values throughout the day are recognised in line with the school procedures.



Routines

Routines serve as the foundation for prosocial behaviour. They are consistent sequences of actions designed to help achieve specific goals. In the classroom, routines are the essential building blocks of a positive culture and should be taught through modelling, practice, feedback and regular review - not simply explained. When behaviour needs improvement, routines play a key role in establishing positive habits and shared expectations. By giving children clear, modelled examples, whether through direct demonstration or by observing others, they are better able to internalise and apply these behaviours in real situations.

We use routines to:

- reduce cognitive load for our learners

- save time

- maintain expected behaviours

- provide expected daily structures

- form habits

- keep us safe

School Behaviour Expectations

The Stocks Green Way and our core values underpin our behaviour expectations which support and promote socially acceptable behaviour for all learners and adults within the school.

Roles and responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the behaviour approach and ethos that is expected in the school
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-bullying Policy).
- Consistently promoting pro-social behaviour: “treat others as we would like to be treated”
- Facilitating learning about relationships and behaviour

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 11)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school’s statement of behaviour principles (appendix 11)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with unsocial and antisocial behaviour
- Regular and clear communication with parents about the role they are expected to play in the development of their child’s behaviour at school.
- Monitoring that the policy is implemented by staff consistently with all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Child Protection Policy to offer learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy

At school, all staff are expected to show ‘deliberate botheredness’, for example, greeting children every day. At Stocks Green we define ‘deliberate botheredness’ as going out of your way to get to know learners and understand them. For further information on this see appendix 12.

Staff are responsible for:

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular learners
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Ensuring that new learners understand the procedures and guidelines that are in place.
- Liaising with parents about matters which affect their child’s happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Recording behaviour incidents promptly on CPOMS
- Challenging learners to meet the school’s expectations

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display The Stocks Green Way and values within their classroom
- Develop a positive relationship with learners, this includes:
    - Greeting learners in the morning and saying goodbye to them at the end of the day
    - Being deliberately bothered about the learners in their class to enable effective relationships
    - Always focusing attention on and noticing positive behaviour first
    - Speak calmly
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting behaviour that goes beyond expectations and is ‘above and beyond’
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Providing praise and rewards in line with the approach outlined below.

Noticing when learners have changed their behaviour as the result of the microscript and saying ‘Thank you for making the right choice’.

Parents and carers are responsible for:

- Accepting, contributing and supporting the school's behaviour policy and reinforce it at home where appropriate
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following unsocial or antisocial behaviour (for example: attending reviews of specific behaviour interventions)
- Raising any concerns about behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to improve unsocial and antisocial behaviour.

Learners are expected to:

- Behave in a way that keeps the whole school community safe
- Ensure that their behaviour enables them to be ready, respectful and safe
- In class, make sure that their behaviour ensures that all students can learn
- Move sensibly and safely around the school
- Taking responsibility for their own actions and knowing the consequences they will have.
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Reflect on their behaviour and how it impacts upon others
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Become increasingly responsible for the school environment and for their own learning and behaviour.
- Show respect for each other and for each other's property and resources as well as for school property.
- Take pride in their learning, actions and appearance.
- Value each other's opinions.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum.

Recognition

The Staff at Stocks Green Primary School believe that recognition is the most powerful form of influencing learners' behaviour when it is specific and linked to the school's expected behaviours and Core Values/Behaviours.

Wherever possible it is our intention to promote prosocial behaviour through the public and private recognition of what is expected. Wherever appropriate, children's best efforts will be recognised.

We believe that all learners should meet the expected behaviour level in our school. Staff will positively praise where learners show our social norms. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. The school believe that positive reinforcement should always be the first step for promoting good behaviour in school.

- Specific verbal feedback and smiling at learners e.g. 'I like the way you are showing resilience by...', 'I like the way you are being respectful by....', 'Thank you for walking calmly on the left.'
- Specific verbal feedback to parents about their child e.g. He/She has been showing resilience when tackling a maths problem today.

Recognising 'Above and Beyond' Learning and Attitudes

Whilst positive verbal recognition is used for reinforcing and recognising where children follow the school social norms and exhibit prosocial behaviour, the school acknowledges that further recognition should be used when children go 'above and beyond' these expectations. 'Above and Beyond' Learning and Attitudes can be defined by learners using their initiative, pushing themselves to work beyond their usual capacity and show excellence in their attitude. It is individual to a learner and 'Above and Beyond' for one learner may look significantly different to another learner.

'Above and Beyond' will be rewarded with:

- 'Above and Beyond' Certificates - given out during assembly on a Friday at 9am. These are for showing an 'Above Learning Attitude' all week. Parents are texted on Thursday lunchtime and invited to attend, should they wish to.
- Headteacher's Awards – given out by any member of the 'Headteacher team' (SLT) for an individual piece of work that is 'Above and Beyond' the child's normal expectations. The Headteacher team will send a text message home to the parents to let them know. The award will be announced in the celebration assembly on a Friday.
- The Values Cup and The Values Cup for Sport - given out during assembly on a Friday at 9am. These are for showing the school values all week either in class or during PE lessons. Parents are texted on Thursday lunchtime and invited to attend, should they wish to.

Strategies and provision used to support prosocial behaviour

The school has an Inclusion lead, Sarah Tracey, who leads nurture and therapeutic provision from the school's launchpad.

Inclusive classrooms

At Stocks Green Primary School all classroom environments are inclusive; they are designed to enable all learners to make progress and achieve through utilising a therapeutic approach universally. For example, all classrooms have: visual timetables, regular timetabled movement breaks, zones of regulation displays, calm reading corners.

Prep for Best

During transitional times of the school day, the children are given an opportunity to Prep for Best. This includes, having a drink, going to the toilet, regulating their temperature, ensuring their equipment is ready and that they are regulated and ready for learning with the long-term goal of learners developing a clear understanding of their needs in order to learn at their best.

Launchpad

The Launchpad is a tool for achieving our wider school vision for Inclusion.

It is supportive hub for our neurodiverse community. But more than this, it is a safe and supportive place that can be used by any learners that need pastoral support.

The Launchpad is a reliable support where learners build connections and feel empowered.

In the Launchpad, learners gain confidence and understanding of their personal needs. They explore their barriers and emotions. They develop their toolkit and learn how to use this in their everyday lives.

Our learners build skills in the Launchpad: pro-social friendships, emotional regulation, function skills, communication skills, early listening and talking skills. In addition to this, learners access the Launchpad for check in's and transitional support to enable opportunities to reset, ready again for learning in a whole class setting. Not all learners will use this space but all learners can, if they need to, to learn and rehearse essential skills which will enable the same access as all and opportunities for successful learning and play in all areas of school life.

We have high expectations for all our learners at Stocks Green Primary School and this is structured with high support. This raft of support takes place in the Launchpad, in the classrooms and around our school. We endeavour to promote consistency within our structure and promote prosocial behaviours in all areas of our learning.

Zones of Regulation (Emotional/Sensory Regulation)

The Zones of Regulation framework is used across the school to help learners identify, understand, and regulate their emotions, behaviours, and levels of alertness. It provides a common language and set of visual cues to support emotional literacy and self-regulation.

The four zones are:

Blue Zone – Low state of alertness

Feelings such as tiredness, boredom, sadness, or sickness. Learners may be withdrawn, lacking energy, or moving slowly.

Example strategies: movement breaks, positive interaction, sensory input, rest.

Green Zone – Calm, alert, and ready to learn

Feelings such as happiness, calmness, focus, and readiness to engage. This is the optimal state for learning and social interaction.

Example strategies: maintain engagement, provide challenge, positive reinforcement.

Yellow Zone – Heightened alertness, loss of some control

Feelings such as frustration, worry, excitement, or silliness. Learners may be fidgety, anxious, or beginning to struggle to manage impulses.

Example strategies: breathing exercises, time in a quiet space, structured movement, sensory tools.

Red Zone – Extremely heightened state of alertness, loss of control

Feelings such as anger, rage, panic, extreme frustration, or elation. Learners may be unsafe to themselves or others.

Example strategies: adult intervention, removal from triggering environment, use of personalised regulation plan.

Purpose in School

- To help learners recognise and label their emotions using a consistent, shared language.
- To support learners in developing a toolbox of strategies to move between zones in a safe and appropriate way.
- To promote self-regulation, resilience, and readiness to learn.

Plans

Learners with additional and specific needs will be provided with an individualised plan to ensure that their needs are met through a variety of approach and support mechanisms. Regular TAC meetings (team around

the child) are held to ensure all members of staff working with the child are clear on the approaches and expectations for them. These meetings also allow for provision to be reviewed and plans to be updated.

Where needed, Risk Assessments are written and followed for children as an additional support to ensure all learners are kept safe within our school environment.

A passport plan – is a child-friendly plan that is created by the class and inclusion teams with input from parents and learners. It outlines the high support available for learners in order for them to meet the high expectations of the school. It will state when they use the Launchpad, but will also state strategies that are used in class to support the learners.

A support plan – is a detailed plan for any learners who are on the SEN register. It follows the graduated response and outlines the full 'Assess, Plan, Do and Review' cycle for the learners as well as the areas of need. A learner with a support plan will also have a child-friendly version in their passport plan. This has increased levels of support and intervention as needed.

An IEP (Individual Education Plan) plan – is a detailed plan for any learner who requires increased levels of support. It outlines the interventions used to support the learners. These are drawn from the provision map for the class. A learner with an IEP will also have a child-friendly passport plan.

Provision map – an online document which records all the interventions used for a class. It is assessed on a regular basis and interventions are assessed for their success. Where necessary, interventions are changed and updated to meet the presenting needs of the cohort.

Interventions

Groups and sessions are set up within the school on a needs-basis. Children who require specific support with executive function or social skills may be invited to join such a group. The children would be clear about their reason for attending and the group goals.

External Support and advice

The school will seek external support and advice when necessary to ensure that it is undertaking everything possible to meet the needs of all learners. Furthermore, work with outside agencies will be sought to increase the level of support available to our learners and families.

Consequences

Stocks Green Primary School employs a range of consequences in order to support learners in demonstrating expected behaviours. These consequences include **educational consequences** such as an intervention that supports executive functions skills; **restorative consequences** such as closing the loop and reflection time; **protective consequences**, such as time in a new environment within the school; and **Natural Consequences**, such as missing out on a turn or tidying up mess at lunchtime.

The majority of our learners are able to work within this framework. However, some of our learners who have additional and specific needs require individualised plans to ensure their needs are met. These plans will detail the learners' individual non-negotiables and the assigned sanction, used to support when addressing the behaviour.

Group sanctions will not be used, unless the adult can be sure all members of the group have not followed our behaviour expectations.

Pre-emptive phase

This is an ongoing assessment on each individual child in the class and where they are with their learning behaviours and regulation. When quality first teaching is happening in a classroom, it will ensure many needs are met and behaviour adjusted in the moment.

Quality First Teaching (QFT) means high quality inclusive teaching for all learners in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment to review each child's progress and maintain the highest possible expectations for all learners in the class.

● Initially staff will use a pre-emptive phase to tackle low-level/minor classroom misbehaviour;

e.g. not concentrating, loudness, distracted, distracting, low level attention seeking. (See Appendix 1) At this stage, positive reinforcement is used for learners who are following our School Values / Behaviours.

● Next, if necessary, minimal acknowledgement of behaviour: eye contact, frown, proximity, reminder of School Values / Behaviours etc.

Consequences:

Consequences are given clearly and consistently across the school and provide a clear framework for all. The consequences have been set up to support learners to learn how to maintain our expected behaviours.

● The Consequence Quadrant (See Appendix 4) is a set of consequences that will be chosen by the adult in the event that a learner is struggling to maintain the expected level of behaviour, including responding to the pre-emptive phase.

- Each learner starts afresh at the beginning of each session – first session, after break and after lunch. A total of 3 sessions.

The aforementioned rewards, Behaviour Expectations and consequences will be enough for the majority of children. However, should it be necessary, the following consequences will be applied.

Internal Exclusions

If a learner has committed a serious offence in school, the senior leadership team may choose to impose an internal exclusion. This would be a half-day or an agreed time away from their class and playtimes and with minimal adult interaction. The learner would carry out their learning during this time and be given a break time at a different time to the other learners. The parents/carers would be informed by phone call or a letter home.

The incident would be logged on CPOMs to enable SLT and DSLs to assess provision and support in place for the child.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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

Suspension and Permanent Exclusion

Extremely serious or persistent misconduct may result in a learner receiving a fixed term suspension or permanent exclusion from school. A learner may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the learner persisting in inappropriate behaviour or for any single incident considered serious enough to warrant permanent exclusion. Any decision to suspend or permanently exclude a learner will be made by the Headteacher only and in accordance with the DfE statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2022)

If the Headteacher suspends or permanently excludes a pupil they must, without delay, notify parents verbally of the period of the suspension or permanent exclusion and the reason(s) for it.

The following information should also be provided in writing:

- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent
- parents' or carers' right to make representations about the suspension or permanent exclusion to the Governing Body
- how any representations should be made; and

- where there is a legal requirement for the Governing Body to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents/carers, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents/carers have given written agreement for this kind of notice to be sent in this way.

At the same time, the Headteacher must, without delay, notify the Governing Body of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term;
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

The Headteacher must also notify the Local Authority of any permanent exclusions or school suspensions, regardless of the length of the suspension.

The Governing Body has a duty to consider parents' and carers' representations about a suspension or permanent exclusion.

The requirements on a Governing Body to consider the reinstatement of a suspended or permanently excluded pupil depends upon a number of factors:

- If it is a permanent exclusion;
- If it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- If it would result in the pupil missing a public examination or national curriculum test

It is important that during a suspension, pupils still receive their education. The School will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. For a suspension of more than five school days, the Governing Body must arrange suitable alternative full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

Following any suspension, and before the child is re-admitted to school, a reintegration meeting between the parents/carers and the School will be arranged.

The purpose of the reintegration meeting is to:

- Offer the pupil a fresh start;
- Help them understand the impact of their behaviour on themselves and others;
- Teach them to how meet the high expectations of behaviour in line with the School's culture;
- Foster a renewed sense of belonging within the school community;
- Build engagement with learning; and
- Discuss strategies and a way forward to ensure that the offending behaviour is not repeated

A written record of the discussion, actions agreed and commitments to the agreed plan, by both the parents/carers and the School, will be made. One copy will be kept within the School's records, one copy will be kept in the child's Pupil File and one copy will be sent to the parents/carers.

How we monitor behaviour

Incidents are recorded on our electronic system, CPOMs. This system monitors and records behavioural issues, bullying and safeguarding concerns.

Class teachers and teaching assistants are responsible for keeping CPOMs up-to-date, recording which pupils have received specific support, reflection time in another class/internal exclusion.

Definitions – See appendix 7 for further examples

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Online behaviour that is not in keeping with the school values, such as posting unkind messages online

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Physical Abuse
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Misogyny / misandry	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

- For further information on how the school manages allegations and incidences of bullying, please see the school's Anti-Bullying Policy.

Mobile phones

- Year 5 and 6 may bring mobile phones onto the school site, as they can walk to and from school on their own. However, when arriving at school, they must hand these mobile phones in to their class teacher, who will store them securely until the end of the day. Pupils may not use their mobile phones during the school day or on the school site. There is a mobile phone home-school agreement to cover the use of mobile phones.

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 Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection Policy for more information:
https://www.stocksgreenprimary.co.uk/policies/

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Unacceptable behaviour is never accepted. However, the behaviour is always dealt with by focusing on how it can be improved and the impact that the behaviour has on others.

All pupils will be treated equally and fairly under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school believes that a restorative approach to behaviour is the best way to address misbehaviour. In the vast majority of cases the school will follow the procedure set out below.

	Steps	**Possible Example Actions**
1	Pre-emptive stage	A reminder of the Stocks Green Way (ready, respectful, safe) delivered privately where possible. Expectations reminder – remember we use kind words. A non-verbal prompt – eye contact, moving closer to learner. Reduce use of language. Chunk tasks.
2	Proactive Microscript	Use the microscript to engage with the learner (privately where possible). *Microscript:* *I noticed that you are...* *I need you to … What do you need to help you achieve that?* *Remember, if it does not change we will have to look at a consequence.* ***Or*** *When you are ready to talk I am here.* Allow time for the learner to reflect on their actions. If the behaviour improves, ensure that you have shown deliberate

		botheredness by acknowledging it at the end of the lesson or playtime.
3	Consequence Quadrant	All behaviours are responded to with consequences from the Consequence Quadrant in appendix 4.
4	Closing the Loop	A closing the loop conversation will always follow a consequence. **This will be undertaken by the original member of staff who dealt with the behaviour and will use the questions outlined below.** We have different questions for EYFS and Key Stage 1 and Key Stage 2 to reflect the age and development of the learners. EYFS and Key Stage 1 Closing the Loop: 1) What happened? 2) How did this make people feel? 3) What should we do to put things right? Key Stage 2 Closing the Loop: 1) What happened? 2) What were you thinking and feeling at the time? 3) How has your action affected others? 4) What should we do to put things right? 5) How can we do things differently next time?

In the most serious of cases, the school may also adopt one of the following consqeuences:

- Letter or phone call home to parents
- Internal Exclusion
- Suspension
- Permanent exclusions, in the most serious of circumstances

However, any such consequence will be followed up with a Closing the Loop conversation and plan for supporting the learner to reflect on their behaviour and actions.

The school believe that all behaviour should be managed by the individual staff member. However, more senior members of staff may address behaviour alongside that staff member.

Personal circumstances of the learner will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

The school believes that through a carefully planned and managed behaviour policy, the use of reasonable force should be unnecessary. Staff will focus on de-escalation techniques and proactive behaviour management to ensure that reasonable force is only ever used as a last resort. Expectations on the use of reasonable force are covered during staff inductions and revisited during the school year.

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

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

Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or a designated safeguarding lead to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site misbehaviour

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

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

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

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

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

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our Child Protection Policy for more information
https://www.stocksgreenprimary.co.uk/policies/

Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection Policy (including online safety) and allegations against staff (including low level concerns) policies for more information on responding to allegations of abuse against staff or other pupils.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions

Adapting consequences for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This will be carried out on a case-by-case basis but will focus on positive reinforcement of good behaviours and Closing the Loop conversations.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. In most cases, this will take place in class by the class teacher who will familiarise pupils with school routines and rules. Prior to joining the school, parents will be directed to view a copy of the behaviour policy and the school's vision and values on the school website.

Preparing outgoing pupils for 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.

Training

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

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

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following using the school's MIS and CPOMS:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every year by the SLT and governing body.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the chair of governors.

The written statement of behaviour principles (appendix 11) will be reviewed and approved by the full governing body annually.

Links with other policies

This behaviour policy is linked to the following policies

- Child protection policy
- Mobile Technology Policy
- Social Media Policy
- Anti-Bullying Policy
- Allegations Against Staff Including Low Level Concerns Policy
- Exclusions and Suspensions Policy
- Acceptable Use Policy

Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

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

Appendix 1: Pre-emptive Stage for Managing Behaviour

It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school and so follow the Core Values / Behaviours. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection (delivered factually not emotionally) will help to ensure that children are encouraged to meet the behaviour expectations. The following strategies should be evident and embedded in everyday practice around school:

Teach/use clear classroom routines: seating plans, lining up, coming into class. These need to be regularly practised and rehearsed so that they are habitual.

- **Build the relationship**: listen without giving advice/opinions, show you understand how a child feels "I can see you are cross....", reject the behaviour, not the child.
- **Build children's self-confidence**: find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.
- **Remind pupils of behaviour expectations rather than telling them off**: "Remember, we use kind words in our school". Model expectations at all times.
- **Expectations reminder:** Could ask a question 'What is our expectation for.....?'
- **Display behaviour expectations** visually and use as a non-verbal prompt
- **Acknowledge when children are demonstrating expected and prosocial behaviours and use specific recognition**, such as: "I like the way you put your hand up to answer the question".
- **Use specific proximity recognition:** Acknowledge a pupil for following expectations to direct another pupil, without drawing attention to negative behaviour.
- **Behavioural direction and "take up time"** : Use child's name to initiate attention, focus on behaviour required rather that what is going wrong, finish with thanks, keep direction brief: "Jake, turn round, thanks."
- **Use "First.....then....."** Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- **Reduce your use of language and speak slowly and calmly:** consider tone/pitch/pace of voice, remain relaxed but vigilant, use confident body language.
- **Chunk tasks (verbally and visually):** "Write the date and the first sentence - I' ll come back to check in with you in 5 minutes".
- **Build in regular brain/learning/movement breaks.**
- **Provide prompt cards**: with ideas for "five things you could do if you are stuck"," five things you could do if you need to calm down".
- **Identify agreed calm-down areas/safe space**: if a child becomes wound up/anxious, encourage and allow him/her to remove self to agreed place.

Be honest and reflective about your own behaviour and practice; support and feedback sensitively to each other on a regular basis. Build this into the way you work.

Appendix 2: Scripts

Proactive - for children presenting difficult and dangerous behaviours

Situation	Actions	Script / Example
A learner struggles to remain in their chair during lesson time (unsocial)	- Does the learner need a break to help them manage chunks of time? - Does the learner need a timer to help them manage chunks of time? -Whole class reminders and praise for those following instructions - Jobs: "When you are ready, I have a job for you" -Praise for those sat in their seat - When learner engages appropriately, use positive praise - Visuals for non-verbal communication	We sit in our chairs during lesson time. When we are sat down, we can begin. 'Well done X, Y and Z. You are sat in your chair'
A learner hides under their table (unsocial)	- Does the learner/class need a movement break? Ignore unsocial behaviour - Move other learners away if needed - Whole class reminders and praise for those following instructions - Use visuals and praise for those following instructions - When learner engages appropriately, praise positively - Praise for those also behaving appropriately (be explicit)	We sit in our chairs during lesson time. When we sit down, we can begin. Well done X, Y and Z. You are sat in your chair.
A learner hides under their table, upset (unsocial)	- Is the learner safe? - Move the other learners away if needed - Check in and retreat - Give learner time and space to calm	'I can see that you are sad/upset/angry. When you are ready to talk, I am here.'
A learner picks up a resource at inappropriate times (unsocial)	- Does the learner need a fidget tool? - Does the learner need a movement break? - Does the learner need a timer to help them manage chunks of time? - Ignore unsocial behaviour - Visuals for non-verbal communication	'We keep our hands to ourselves. We can touch our pencils/fidget tool.' 'Well done X, Y and Z for keeping your hands to yourselves'
A learner struggles to follow whole class timetable / adult agenda	- Choice of sheets and pen - Work with a partner or individually	'NAME, it is time for SUBJECT. Would you like X or Y sheet?' 'NAME, now it's X next its Y.'

	- Now and next board - Choice of learning space	
Key support ideas: Proactive to prevent – what might the behaviour be trying to tell us? Make expectations clear and explicit – good sitting, what does this look like?		

De-escalation - for children presenting difficult and dangerous behaviours

Situation	**Action**	**Intervention Script (by Lead Adult) – *Cue in, Stock Phrase, Take-Up-Time, Repeat*** Delivered on pupil's level using calm quiet language
A child has left the classroom and is in high adrenaline state *What does this look like?* Wandering or running outside of the classroom	- One adult to follow from a distance or have the child in view if they are on the playground but do not chase or give lots of attention - Attempt to keep out the classroom until regulated - Consult child's individual risk assessment for further action	'NAME, you are showing me that you need some help. I am here to help you.'
A child has left the classroom feeling very angry, frustrated or upset (walking or hiding in school) *What does this look like?* Wandering or running outside of the classroom crying or shouting	- One adult to follow from a distance or have the child is in view if they are on the playground but do not chase or give lots of attention - If the child becomes dangerous, swap with another adult who may have a better relationship	'NAME, I can see you are angry/upset/frustrated. When you are ready, I am here.'
A child is causing damage in the classroom in an agitated state.	- Key adult to remove the rest of the class to an alternative area - Intervene if a child is near electrical equipment and is a risk to themselves or others	'NAME, you are not safe in class. These are your two choices, to go X or to go Y.' No further conversation needed.
A child enters another classroom inappropriately.	- Key adult to remove the child - Reminders about safe space	'NAME, this not your classroom. Safe space (Launchpad) or outside.'
A child is attempting to hurt another child	- Remove the child who is being targeted to another classroom or alternative safe space - If removal of child deescalates the situation, move to closing the loop. If the child continues to be agitated and aggressive, consider taking them off to complete a task or brain break	'I am here to help you' – close the loop.

	before discussing their frustration towards another child.	
Key support ideas: - Avoid multiple adults being around one child. - When a child is in a dysregulated state, do not discuss behaviour incidents in front of them, it can be a trigger to increase anxiety. - Check in with the adult who is working with the child to see if they require support or need to swap. - Don't over talk or offer too many choices / alternatives. Keep to the script – time to process.		

Appendix 3: Social Norms and Routines

Social Norm versus Routine- **Social norm** is an expectation of how we should all behave in our school a **Routine** is where there is a series of expectations for children to do certain things in a sequence at specific points of the day

Social Norm

Are the shared expectations about how we treat each other and what behaviours are valued across the whole school community. They are about relationships, attitudes, and the "unwritten rules" that help everyone feel safe, respected, and included.

Examples:

- We listen when someone is speaking.
- We include others in games and activities.
- We treat mistakes as learning, not failure.

Social norms shape the culture and climate of the school and apply across settings — in the classroom, playground, assembly, lunch hall — without needing a fixed schedule.

Routines

Are the predictable, repeated actions we follow in certain situations or times of day.

They help create structure and smooth transitions, especially for younger children or those who need predictability.

Examples:

- Lining up quietly after playtime.
- Hanging up coats when entering the cloakroom.
- Washing hands before lunch.

Routines help manage time, safety, and organisation — but they don't automatically build positive relationships or inclusive attitudes.

Norm	Scripting	Explicit Teaching and Modelling
We walk calmly around the school	**Recognition** Thank you for walking calmly on the left Thank you for walking in our school Thank you for being calm **Reminders** We walk on the left We walk in our school We are calm in school We walk our bikes and scooters through the school	Explicit teaching on how to move around the school spaces – walking on the left -calm walking - acknowledgement from staff for following the Stocks Green way Time to practice when learners find it challenging Arrows on floor to distinguish left and right
We maintain our environment	**Recognition** Tidy spaces help everyone, thank you	Keep trays and desks tidy and organised Keep classroom tidy and organised

	Thank you for maintaining our environment. **Reminders** Remember to keep our school tidy Remember we maintain our environment	Keep the cloakroom tidy and organised If you see something that is not where it should be, pick it up and put it where it should be. Teachers model this as they move around the school All resources are labelled with pictures and words so learners know where to put things away. Prep for best stations need to be clearly displayed and labelled.
We are kind and look after each other	**Recognition** Thank you for being kind Thank you for looking after …… **Reminders** Remember at Stocks Green we are kind to each other We respect other people's difference We use kind hands We use our words	Recognise acts of kindness, not reward them. Modelling deliberate botheredness. Teach language for kindness: Give children simple phrases they can use to comfort or help others ("You can play with us!" "Can I help you?" "I'll wait for you.")
We are considerate in our everyday actions	**Recognition** Thank you for... **Reminders** Remember at Stocks Green we are considerate, you could… (e.g. Hold the door for someone else) We use our manners at Stocks Green	Modelling considerate actions. Recognising those tiny everyday actions, such as greetings in the morning, holding doors, the offer to help, carry or collect something.
We speak calmly to each other	**Recognition** Thank you for using your calm voice **Reminders** We use our calm voices at Stocks Green Remember we use calm voices at Stocks Green	Modelling through conversation around the school and acknowledgement of when calm voices are being used. Discussions with classes at the start of the year about the use of calm voices around the school and at lunch. Regular opportunities to practice the use of calm voices during group work.
We take pride in our appearance	**Recognition** Thank you for tucking your shirt in Thank you for taking pride in your appearance. **Reminders** We tuck our shirts in	Modelling of tucked in shirts from all staff who are wearing shirts. Reminders and acknowledgments. Regular shirt checks before assembly, after lunch etc.

	Remember we take pride in our appearance.	
We are polite	**Recognition** Thank you for using your manners. Thank you for saying please or thank you. Thank you for saying sorry. **Reminders** Remember we use our manners. Remember we say please and thank you. Remember we are honest when we make a mistake.	Modelling of manners and politeness by staff. Regular discussions in class and during assemblies about using manners and being honest when we make a mistake. During 'Closing the Loop' conversations, staff to discuss politeness and how we can have good manners.
Learning behaviours	**See Teaching and Learning Policy**	
Routine	**Scripting**	**Explicit Teaching and Modelling**
Start of the day- Coming in out of the school	**Recognition** Thank you for preparing yourself for best Thank you for putting your things where they need to be **Reminders** This is prep for best, you have X minutes to go to the toilet, have a drink, get your stationery ready. This is prep for best. You have X minutes	This will be taught through rehearsal and reminders from the staff and prefects at the gate. Prep for best to include: Go to desk, unpack bag, go and put coat & bag on peg and come back into class- prep for best. Water bottle at waters stations Phones should be off before they enter the school gate and switched on as they leave the school gate Acknowledgement at the door - greetings Calmly waiting outside your classroom
Lunchtime in the hall	**Recognition** Thank you for being calm Thank you for waiting patiently You've left your space tidy, thank you Thank you for tucking your chair in **Reminders** We use our calm voices at Stocks Green Find your seat calmly and quietly – thank you Remember to tuck your chair in Remember to scrape your tray	This will be taught through rehearsal and reminders at the start of each year: - Walk in calmly and find your seat. - Use quiet voices so everyone can enjoy their lunch. - Use good table manners – be polite and kind. - Eat sensibly. - Clear up when you've finished – tidy trays, and put rubbish away. - Listen to adults and follow instructions the first time.

		- Lunchtime is a time to refuel, be respectful, and enjoy a calm break together.
Expectations in Cloakroom	**Recognition** Thank you for putting your coat on your peg, and head back to class Thank you for putting your bag on your peg, and head back to class. **Reminders** Coat on peg, back to class, thank you Bag away, back to class, thank you	This will be taught through rehearsal and reminders at the start of each year and repeated as necessary. To explicitly teach that the cloakroom is a place of calm and quiet and a place to hang coats and bags. Social spaces are classrooms and the playground
Assembly	**Recognition** Thank you, Stocks Green, for sitting ready to listen Thank you, X it's time to listen Thank you for looking and listening **Reminders** Hands in lap, legs crossed It's time for assembly, sitting down, hands in lap, legs crossed Looking, Listening	This will be taught through rehearsal and reminders at the start of each year and repeated as necessary. To explicitly teach learners to line up silently in class, in assembly places. Once in assembly, review the expected social norms: - Walk silently and calmly on the left into and out of the hall - Sit silently or join in with the song when in the hall - Listen to the person that is speaking
Prep for Best	**Recognition** Thank you for preparing yourself for best Thank you for being ready to learn **Reminders** Come in calmly and prepare to learn. Return to class quietly, ready to start the lesson. Remember to do a Zones Check-in. Remember to check you have all the equipment you need. Remember to check our environment is tidy. Remember to go to the toilet if you might need to go during the lesson. Remember to have a drink.	This will be taught through rehearsal and reminders at the start of each year and repeated every day: - Arrive calmly and go straight to our learning space. - Sit ready to learn – calm body, focused mind, positive attitude. - Prep for best stations need to be clearly displayed and labelled. - Children have a drink if they need one. - Children go to the toilet if they need to.

Packing up at the end of lunch.	**Recognition** Thank you for maintaining our environment. Thank you for putting your wellies away tidily. Thank you for helping put everything in the right place. **Reminders** We all help tidy up. Remember to look everywhere for things to put away. Remember to put everything in its rightful place.	This will be taught through rehearsal and reminders at the start of each year as well as reminders in assemblies. - Prefects will get boxes out the shed for OPAL at the start of play. - Only Prefects are allowed in the shed. - At the end of play there is a whistle, all children stop, then all children tidy up and put everything back in the boxes. - On a second whistle, all children take their wellies off. - The prefects then return the boxes to the shed. - All children are reminded to help tidy up. - After everything is tidy, learners then get their wellies back on and wait on the playground for the bell. On the bell, they line up silently, facing the front.
Lining up on the playground	**Recognition** Thank you for lining up silently. Thank you for facing the front. **Reminders** Remember this is the first step in being prepped for your best! Remember this is where we get ourselves ready to learn. Remember we line up silently. Remember we stand one behind the other. Remember we face the front.	This will be taught through rehearsal and reminders at the start of each year and repeated everyday: - Line up quietly and calmly – ready to go. - Face forward – eyes ahead, feet still. - Keep hands and feet to yourself – respect everyone's space.
Sticking in work / presentation	**Recognition** Thank you for putting the date and learning question on the left Thank you for taking pride in your work **Reminders** Remember the date and learning question go on the left Remember we use a pencil and ruler when drawing lines	This will be taught through rehearsal and reminders at the start of each year and repeated every day. Where children are struggling with this, learners will be given time to practise and rehearse this. Explicit teaching and modelling using the visualizer on a daily basis.

Appendix 4: Consequence Quadrant

When a learner has not responded to the offer of help or the pre-emptive stage, the adult will choose an appropriate consequence from the Consequence Quadrant. All of the consequences are given with the aim of teaching the child to respond in a more appropriate way in the future. Adults should choose consequences that are appropriate to support the pupil to learn from their actions when closing the loop.

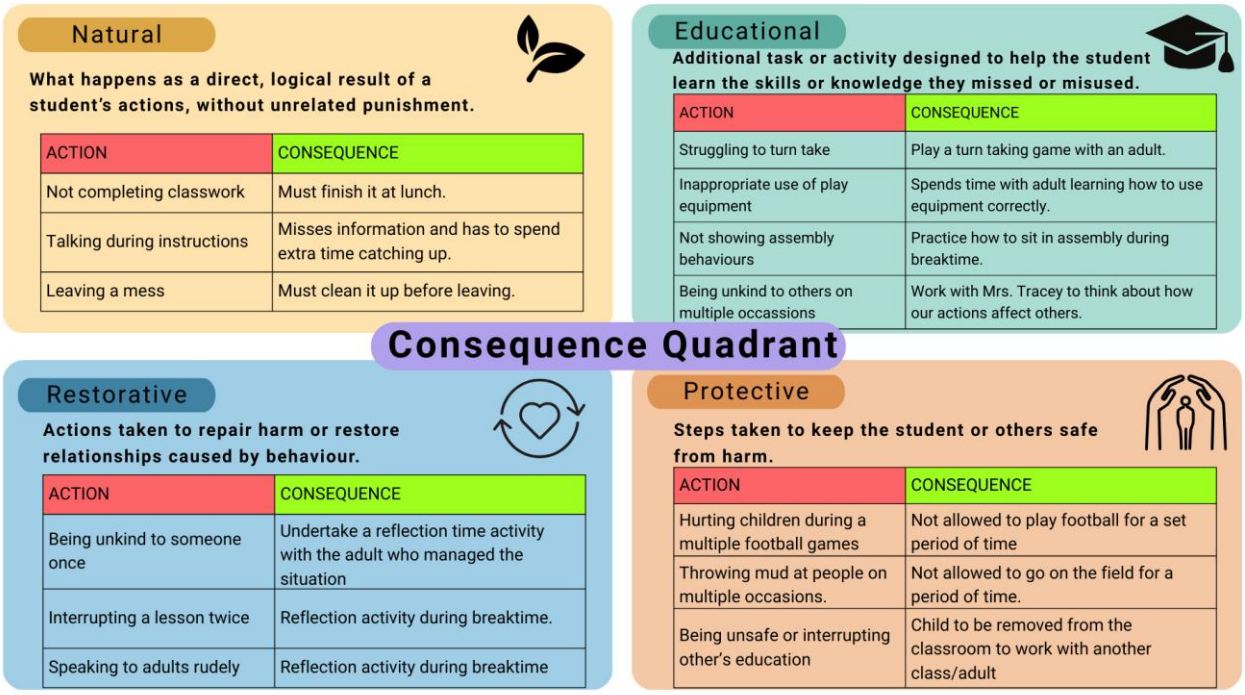
Consequences are divided into four categories: restorative, educational, natural and protective.

Natural Consequence - What happens as a direct, logical result of a student's actions, without unrelated punishment. E.g. a child has not finished their class work so they stay in at breaktime to finish it.

Educational Consequence - Additional task or activity designed to help the student learn the skills or knowledge they missed or misused. E.g. a child has been struggling with turn taking so they play turn taking games with a play team member at lunchtime.

Protective Consequence - Steps taken to keep the student or others safe from harm. E.g. a child has hurt another child with a tennis racquet two days running, so they are not allowed to play tennis for a set period of time.

Restorative Consequence - Actions taken to repair harm or restore relationships caused by behaviour. E.g. a child undertaking a reflection time activity to reflect on how unkind words might affect others.



Appendix 5: Closing the Loop

After a consequence has taken place, staff will always 'Close the Loop'. This is a restorative conversation that takes place between the member of staff who originally dealt with the behaviour and the learner. It is designed to enable learners to reflect on their actions and consider the impact of them on others. Pupils also think about how they could have regulated themselves and reacted in a different way in the future.

Closing the Loop should take place when the pupil is calm and ready to reflect. This is referred to in school as 'striking when the iron is cold'. With some pupils, they may appear calm and ready to talk. However, prior knowledge of a pupil's reactions or SEN needs will be taken into consideration when considering when is the best time to close the loop. Where possible, this will take place on the same day. However, there is an acknowledgement that, if an incident occurred right at the end of the day or a pupil is still heightened, that this may need to take place the next day.

Closing the loop is a series of questions aimed to enable the child to reflect. As a school we have differentiated these by Key Stage.

Key Stage 1 Closing the Loop

1) What happened?

2) How did this make people feel?

3) What should we do to put things right?

Key Stage 2 Closing the Loop

1) What happened?

2) What were you thinking and feeling at the time?

3) How has your action affected others?

4) What should we do to put things right?

5) How can we do things differently next time?

Appendix 6: Reflection Time Activity

If a dispute happens, we will deal with this with:

- Care: it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing ‘pupil voice’ is fundamental.
- Consistency: all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by school policy.
- Focus on repairing harm, rather than punishment.
- Using restorative questioning/debrief:
  - o What happened?
  - o What were you feeling/thinking at the time?
  - o What do you think/feel about it now?
  - o Who has been affected by what has happened?
  - o In what way?
  - o What impact has this incident had on you and others?
  - o Which Core Behaviour/Value has not been followed?
  - o What has been the hardest thing for you?
  - o What do you think needs to happen to make things right?

These questions are always neutral and non-judgmental; they are about a perpetrator’s behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that ‘Why’ questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.

In situations where a pupil refuses to admit not following our Core Behaviours/Values, an investigation will take place to ascertain witnesses’ accounts. A decision of a sanction will be made on a balance of probabilities. It does not need to be as in a court of law. When deciding on a sanction, the adult should apply the ‘balance of probabilities’ standard of proof; i.e. whether it is more likely than not that the pupil did what he / she is accused of doing (this is not the same as requiring the criminal standard of ‘beyond reasonable doubt’ to be applied).’ Department of Education.

Reflection Time	
What happened?	How did it make you feel? How did you react?
Which school values were not shown? How could you show the school values next time?	What Zones of Regulation Tool could you use next time? What could you do next time to instead?

Appendix 7: Behaviour terminology

Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Unsocial Behaviour

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Antisocial Behaviour

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Leaving their table without permission

Leaving the carpet during input/story without permission

Refusing to complete the work set

Refusing to take part in PE / Forest School /Singing Assemblies and Music

Choosing to do another activity other than the one the class are doing (reading/drawing on whiteboard etc)

Rocking on their chair

Calling out/talking to a friend

Not listening to instructions

Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

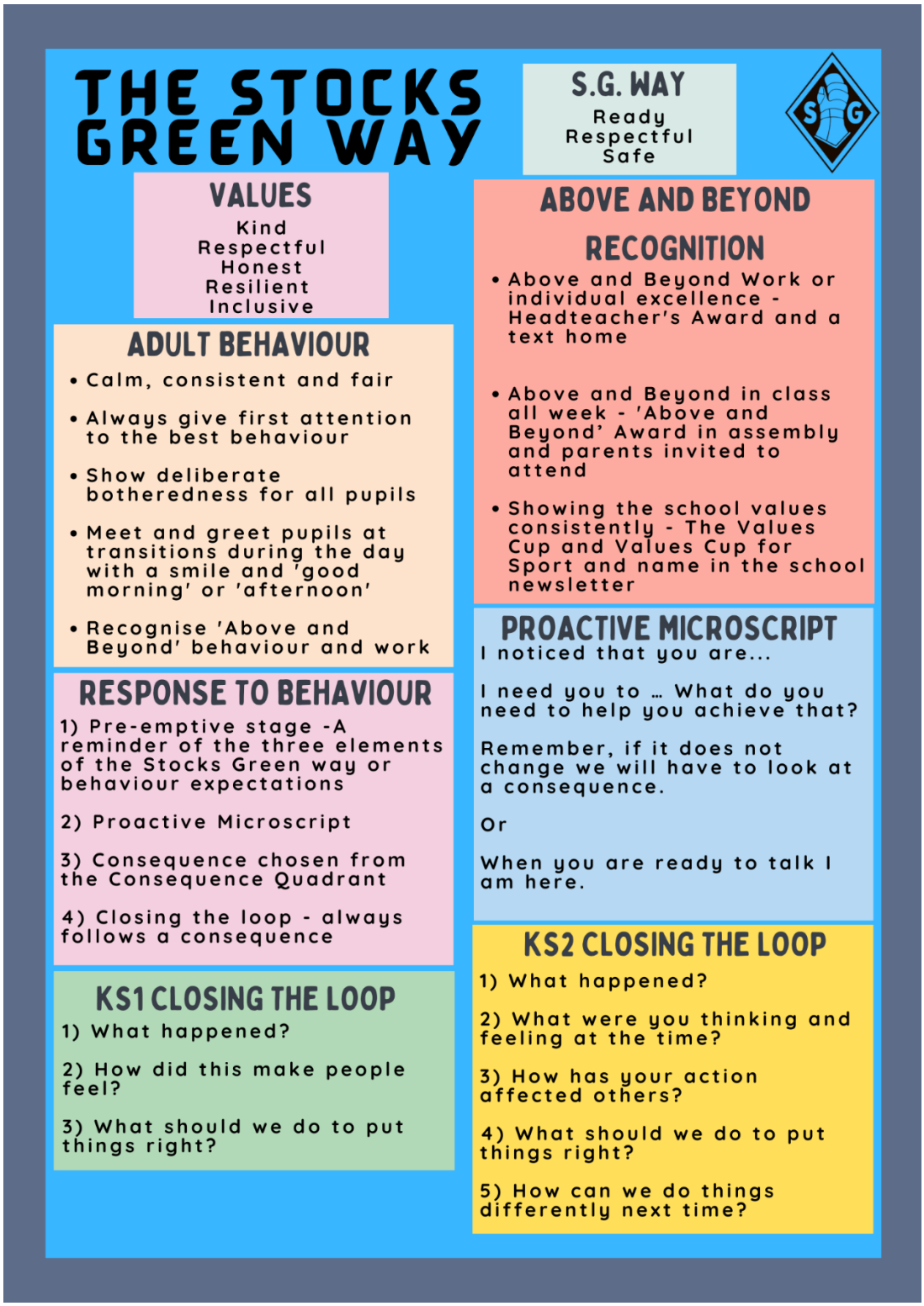
Antisocial Behaviours (Misbehaviour)	Dangerous Antisocial Behaviours (Serious Misbehaviour)
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Anti-Bullying Policy for definition)

It is important not to group unsocial behaviour with antisocial behaviour.

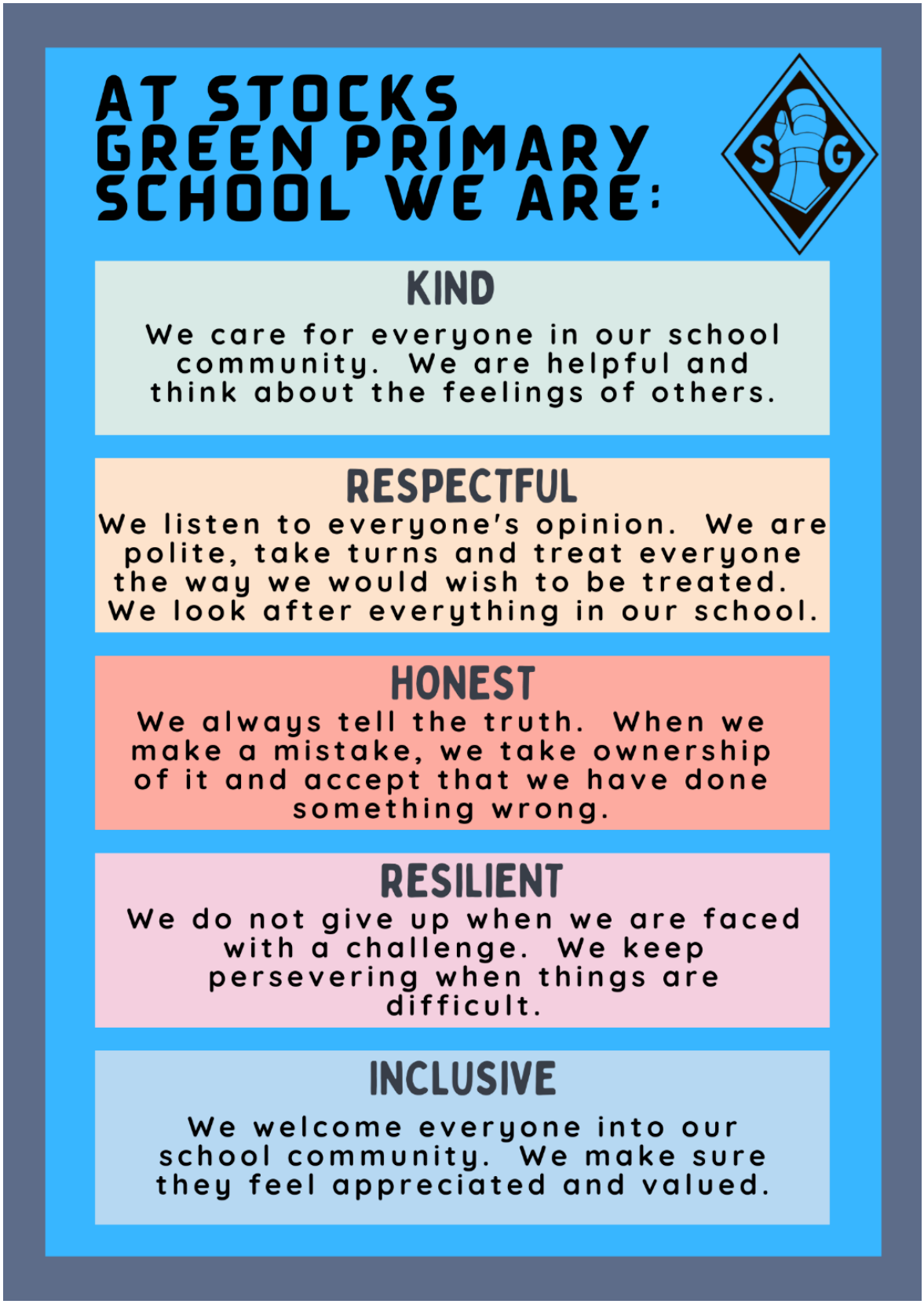
The learner who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

Appendix 8: The Stocks Green Way



Appendix 9: School Values Posters



AT STOCKS GREEN PRIMARY SCHOOL WE ARE:

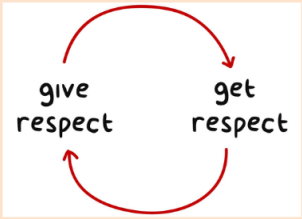
KIND

We care for everyone in our school.



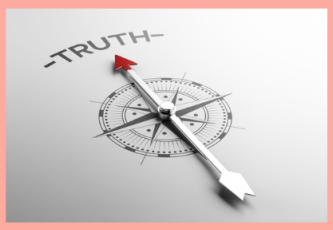
RESPECTFUL

We listen to everyone, we are polite and look after our school.



HONEST

We always tell the truth.



RESILIENT

We do not give up when we are faced with a challenge.



INCLUSIVE

We welcome everyone into our school community.



Appendix 10: Stocks Green Way Poster



Our Vision Statement

We aim for children to develop a lifelong love of learning and thrive in a nurturing environment, centred on independence and self-motivation.

We promote learning opportunities that enable pupils to be:

- Reflective, resilient independent learners
- Responsible, respectful citizens who are aware of British Values and the wider world
- Creative, analytical thinkers who are open-minded and well prepared for future challenges
- Aware of how to be fit and healthy

Our Values

Stocks Green School is at the heart of the community.

At Stocks Green School we aim to instil in our whole school community the values which we believe will help our pupils to grow to be responsible and educated citizens. The values were chosen by pupils, parents, staff and governors. Our values underpin everything we do in school and help us to guide pupils to make the right choices throughout the school day and beyond.

At Stocks Green we are:

- Kind
- Respectful
- Honest
- Resilient
- Inclusive

For further information about how we expect pupils, parents and staff to embody our school values, see our Behaviour Policy and Values and Relationships Statement. By joining our school parents, pupils and staff agree to support the school in upholding these values.

Stocks Green Primary School

'Learning to live, Living to Learn'

Home School Agreement

Reviewed – March 2023
Next review - March 2025

	What Stocks Green Primary School will do		What Parents/Carers will do	What pupils will do
Attendance	We will aim to start and end the day promptly. We will contact parents if children are absent and we have not been notified of their absence. We will maintain accurate records of attendance.		We will ensure children attend regularly and on time. We will book holidays during school breaks.	I will make sure that I have everything ready so I can start lessons on time.
Behaviour	We will ensure high standards of behaviour and will not tolerate bullying in order to keep pupils safe, healthy and happy. We will contact parents if we are concerned about pupils' behaviour.		We will support the school policies that promote excellent behaviour. We will attend meetings to discuss behaviour if invited by the school.	I will follow the school rules. I will try to embody the school values.
Communication	We will keep parents informed through newsletters and personal contact. We will advise parents if we have any concerns about a child. In our dealing with parents we will show respect for your views.		We will advise the school of any problems that may affect learning or behaviour. We will discuss issues politely with the appropriate staff member.	I will take home and hand in letters on time. I will tell an adult at school if I am having a problem in school.
Curriculum	Our teaching will cover the National Curriculum appropriate to the ability and age of pupils. We will make learning interesting to motivate children.		We will attend parent meetings. We will take an interest in what our children are learning.	I will always try my best in school.
Equality of Opportunity	We will provide an inclusive education for all pupils. We will not tolerate bullying, racist or any other discriminatory behaviour.		We will teach our children to treat everyone with respect.	I will respect all other people in the school. I will not be unkind to anyone.
Online Safety	We will ensure Online safety is taught to all our children and our staff will follow our Online Safety curriculum.		We are aware of and understand the school's Acceptable Use, Mobile Technology and Social Media Policies, as well as the Mobile Phone Home School Agreement and will support the school's approach to online safety. We will not upload, share or add any pictures, video or text that could upset, offend or threaten the safety of any member of the school community.	I will follow the school rules on Online Safety and will work to become a competent, compassionate and considerate digital citizen.
Homework	We will set appropriate homework as laid out in the school homework policy.		We will support our children to complete their homework on time.	I will do my homework when it is set and hand it in on time.
Uniform	We will advise parents of our uniform policy and review this regularly.		We will ensure that our children are dressed in full school uniform each day and have a coat in school each day in the winter months. **We will mark all property with our child's name.**	I will remember to wear my school uniform. I will make sure I look after my belongings. I will make sure I am tucked in and tidy throughout the school day.
Signed by	Mr Peter Hipkiss (Head Teacher) ***P. Hipkiss***		Parent/Carer Date:	Pupil Date:

Appendix 12: Values and Relationships Statement

Stocks Green School Values Statement

Stocks Green Primary School believe that relationships form the heart of any school community. As such, the school collaborated with all its stakeholders to form a set of shared values. These represent the values that we feel that all students journeying through Stocks Green School should endeavour to show and aspire to whilst in school and out in the wider community.

Our School Values

At Stocks Green School we aim to instil in our whole school community the values which we believe will help our pupils to grow to be responsible and educated citizens. The values were chosen by pupils, parents, staff and governors. Our values underpin everything we do in school and help us to guide pupils to make the right choices throughout the school day and beyond.

At Stocks Green we are:

- Kind
- Respectful
- Honest
- Resilient
- Inclusive

How these values will be exhibited by members of our school community

As stated above, Stocks Green Primary School believe that relationships form the heart of any school community. Below, we have set out how our values will be exhibited and embodied by pupils, parents and staff at the school. These guidelines help to shape the relationships we wish to form between all stakeholders at the school. We do this as we believe that effective relationships between all the stakeholders enable us to work together to provide the best possible opportunities and life chances for the pupils at Stocks Green Primary School.

How pupils will show our school values

Value: Kind	
Behaviours we want to see	**Behaviours we don't want to see**
• Being polite and having good manners • Sharing equipment • Taking turns • Listening to what others have to say • Helping one another when we have a problem • Being aware of how we can impact on other peoples' feelings • Working as a team • Looking after each other • Encouraging each other • Enjoying other peoples' company • Sharing thoughts with each other	• Telling tales • Answering back • Shouting out • Interrupting • Rough play • Dominating play or conversations – verbally or physically • Teasing • Provoking others • Threatening • Winding other people up • Posting unkind things on social media • Saying unkind things to others • Bullying • Leaving people out • Taking jokes too far

Value: Respectful	
Behaviours we want to see	**Behaviours we don't want to see**
• Listening to others • Good manners • Making eye contact with people who are communicating with us • Sharing resources, time and conversations with other people • Leaving the dining room tidy • Taking turns • Being polite • Respecting other peoples' choices and ideas • Looking after the equipment • Wearing the correct uniform • Being respectful to everyone in the school • Being respectful to others when on trips • Following the school rules • Listening in assembly • Walking around the school calmly • Celebrate the achievements of others • Developing collective responsibility • Holding doors open for others	• Being impolite in assembly • Answering back • Shouting out • Talking differently to different members of staff or pupils • Messy uniform or incorrect uniform • Disrespecting others abilities or achievements • Leaving the school messy –stepping on other peoples' bags and coats • Leaving equipment out at playtime • Dropping litter • Pushing past people when going through doors and down corridors

Value: Inclusive	
Behaviours we want to see	**Behaviours we don't want to see**
• Letting everyone join in with games • Always welcoming new people in to school • Always welcoming visitors to the school • Awareness of other people's needs • Tolerant of others • Be willing to adapt to encompass all needs • Be willing to learn, respect and value the differences we all have • Open to learning about different cultures and ways of life • Embrace other cultures and perspectives • Having an open mind	• Being dismissive of others • Making hurtful comments • Leaving people out • Believing that there's only one way to do things • Having a closed mind • Discriminating against others • Targeted leaving of people out

Value: Resilience	
Behaviours we want to see	**Behaviours we don't want to see**
• Keep trying • Have a go even if you are finding it challenging • Willingness to try new things • Working independently when possible • Respond rationally • Keeping calm in the face of adversity • Learning from mistakes • Holding a growth mind-set • Acknowledging that sometimes you need thinking time to complete a task • Try and try again • Being prepared to try different methods or strategies • Working as a team	• Giving up immediately • Closed mind-set • Whingeing and moaning when faced with a challenge • Copying others • Having a "I can't do" attitude • Blaming others • Fearing failure • Being negative

Value: Honest	
Behaviours we want to see	**Behaviours we don't want to see**
• **Tell the truth** • **Take responsibility for your own behaviour** • **Being honest when playing sports**	• **Blaming others for your own poor behaviour** • **Copying** • **Telling tales** • **Jumping to conclusions** • **Trying to get others in trouble** • **Making things up to get attention** • **Blowing things out of proportion**

How parents will model our school values

Value: Kind	
Behaviours we want to see	**Behaviours we don't want to see**
• Modelling polite and considerate conversation to all members of our school community– online, face-to-face and at home • Encouraging learners to be kind to others • Being polite when discussing a challenging situation • Being willing to listen to other people's opinions • Understanding that there is always more than one side to a story	• Encouraging learners to hit back, verbally and physically • Verbal and threatening behaviour online • Stirring situations online • Speaking negatively about members of staff, pupils or parents

Value: Respectful	
Behaviours we want to see	**Behaviours we don't want to see**
• Valuing the part that all staff play within the school community • Understanding that all learners are treated fairly in class • Understanding that we will always follow our Behaviour Policy when we need to correct behaviours • Understanding that there may be times when it takes the school staff longer to respond to emails or communication • Representing the school appropriately when on school trips • Understanding that the whole school community has the learners best interests at heart • Modelling respectful behaviour to adults • Showing confidentiality when supporting within the school	• Using phones on school trips • Sharing information from school trips or events with other adults • Talking disrespectfully to members of staff, pupils or other parents • Making unfounded accusations • Showing abusive behaviour in person or online

Value: Inclusive	
Behaviours we want to see	**Behaviours we don't want to see**
• Understanding that different learners have different needs and levels of support in school • Respecting other faiths, genders and beliefs • Encouraging learners to be tolerant and respectful of other faiths, genders and beliefs • Taking openly and honestly with learners • Not being prejudiced • Understanding that every member of staff, pupil or parent in school deserves the same respect from adults and learners • Including learners in appropriate social events with their peers	• Prejudice • Teaching prejudice to learners • Teaching pupils stereotypes • Derogatory comments • Telling learners that they are better than others

Value: Resilience	
Behaviours we want to see	**Behaviours we don't want to see**
• Trusting that the school staff will investigate and sort out any issues • Understanding that making mistakes is a positive step in learning • Recognising that a growth mind-set is something we should foster in learners • Recognising that there may be multiple ways of doing things or solving a problem • Encouraging learners to resolve their own conflicts peacefully and respectfully • Promote creativity within pupils by looking at alternative ways to solve problems • Thinking outside the box • Accepting developmental feedback about their pupils and use this to support learning at home • Respecting decisions made will always be with the best interests of the pupils, parents and school in mind • In sports – understanding that learners are developing their skills, tactics and ability to win or lose respectfully	• Putting learners down • Negative comments about their learner's learning or achievements • Questioning achievements • Encouraging learners to have a fixed mind-set • Questioning authority at sporting events • Arguing at sports events

Value: Honest	
Behaviours we want to see	**Behaviours we don't want to see**
• Being open with the school and communicating directly • Working together to seek the truth • Accepting that all learners are different • Believing in the honesty of others including the learners	• Approaching others about school issues before giving the school a chance to discuss them • Discussing staff, pupils or other parents in social media groups • Discussing decisions made by the school in social media groups.

How staff/governors will model our school values

Value: Kindness	
Desirable Behaviours	**Undesirable Behaviours**
• Talk calmly and respectfully to learners • Ensure that your emotions are under control when dealing with challenging behaviour • Treat every learner equally according to their needs • Listening carefully and not making assumptions • Modelling polite manners • Modelling problem solving / conflict management in a learner appropriate way • Being consistent when dealing with behaviour • Listening respectfully to others in the team • Being flexible and supporting all other staff • Talking positively about the school, staff, governors and pupils • Working for the best interests of the learners and families • Respecting privacy of members of staff, governors and families	• Shouting • Berating pupils • Running other people down: staff, governors, pupils or parents • Ignoring someone's opinion • Not keeping channels of communication open • Staff/governors disrespecting the school on social media

Value: Respectful	
Desirable Behaviours	**Undesirable Behaviours**
• Modelling polite conversations that we would expect • Modelling respectful relationships • Every member of the school staff/governing body is treated with equal respect • We work as a team • Presenting ourselves as respectful team members • Respecting school property • Respecting other peoples' views and religious beliefs • Having an open mind-set and being respectful of those bringing new ideas • Respecting the communal spaces, e.g. washing up and keeping cupboards tidy • Respecting and consistently implementing new ideas agreed by all staff/governors	• Running people down • Speaking disrespectfully to or about members of the school community • Having a closed mind-set • Having a dismissive attitudes to others • Discriminatory behaviour • Derogatory language • Not putting resources back in the right place • Being wasteful of resources • Hoarding resources

Value: Inclusive	
Desirable Behaviours	**Undesirable Behaviours**
• Welcoming visitors and new learners • Welcoming new members of staff/governors into the team • Supporting new staff/governors • Treating everyone equally • Respecting others' beliefs • Celebrating differences in cultures or faiths • Learning words from other languages represented within our classes or school community • Respecting staff, governors and learners's religious beliefs • Welcoming parents as an important part of the school community • Taking part in local community events • Recognising that not all disabilities are visible • Celebrating everyone's achievements • Welcoming governors as an important part of the school community	• Leaving people out • Not inviting parents to events or trips • Having favourites • Discriminating against other staff or governors • Deliberately not passing on information / resources • Treating people differently based on their roles • Treating people differently based on their religion or beliefs

Value: Resilience	
Desirable Behaviours	**Undesirable Behaviours**
• Embracing mistakes • Understanding the value of mistakes • Being able to ask for help • Giving new methods / ideas a chance • Recognising when you are finding things challenging and accepting help • Viewing feedback as constructive • Managing triggers and employing self-care strategies • Recognising that you should have a life outside of work • Modelling making mistakes and that is okay to make them	• Letting emotions get the better of you • Giving up • Being entrenched in negative behaviour and not asking for support • Fear of failure • Taking things in a negative way when others are trying to help • Being dismissive and unsupportive when others make a mistake

Value: Honest	
Desirable Behaviours	**Undesirable Behaviours**
• Being honest if you need help • Allowing the learners to see you as a human being / person • Openness with the learners and parents • Tackling difficult situations and conversations straight away • Having an open door policy • Being approachable • Having honest conversations about choices, emotions and behaviour • Being brave and having honest conversations with other staff, governors, learners or parents even if they are difficult ones to hold	• Not owning mistakes • Blaming others • Covering up mistakes • Blaming pupils • Keeping things to yourself - pretending it's not happening • Not recognising your emotions or triggers • Not being responsible for your behaviour / emotions • Burying your head in the sand • Being dishonest • Bending the truth or being economical with the truth • Manipulating situations • Not telling people when you need help

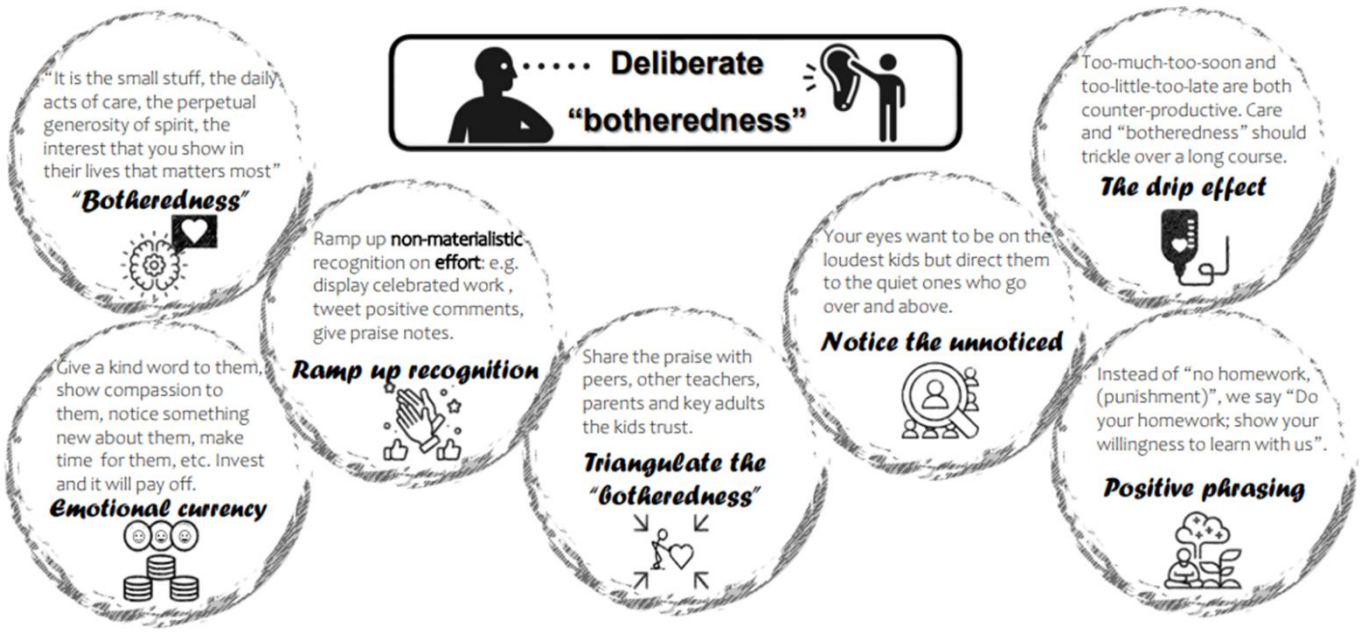
Appendix 13: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Recognition of ‘Above and Beyond Behaviour’, the proactive microscript and the response to behaviour is consistent by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions section explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to reflect on how their behaviour impacts others
- Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

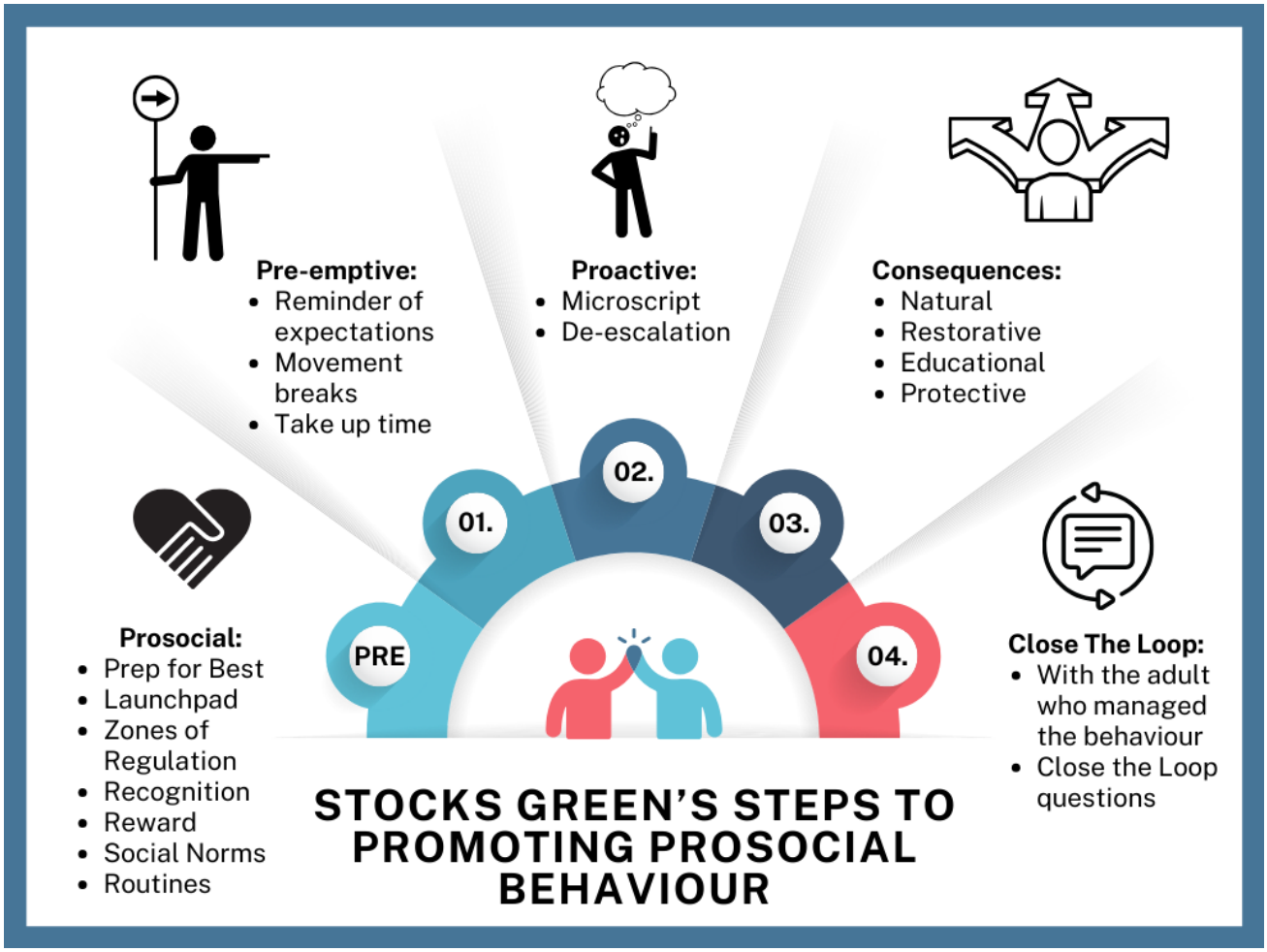
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 14: Deliberate Botheredness



Appendix 14: Stocks Green's Approach to Promoting Prosocial Behaviour



Appendix 15: – Stocks Green's approach to Managing Behaviour at Playtimes

Stocks Green's Zero Tolerance to Physical Behaviour

Stocks Green Primary School has a zero-tolerance approach to intentional or aggressive physical behaviour. We have this approach because we believe that if you permit this behaviour it spreads and causes more issues. We believe that everyone has the right to feel safe and secure in school, at play and should be safeguarded from harm. As a result of this, we have a very clear process for managing physical behaviour from pupils at breaktime, lunchtime or in class. In line with the rest of the behaviour policy, behaviours should be managed by the person they were reported to. The person may seek support from a Senior Leader, but will have fully investigated, spoken to all pupils and will have Close the Loop conversations themselves. The school believes that it is vital that children understand the impact of their actions on others and how we can improve the school together 'because what is good for you, is good for me, is good for everyone.'

Protective Consequence Procedure

If a child has physically hurt another pupil, they will have a protective consequence of missing a whole lunchtime. For example, if a child physically hurts another pupil at 1:00 on a lunchtime, they will miss the remainder of this lunchtime as well as the follow day's lunchtime. Parents will be informed by the class teacher. The adult who the behaviour was reported to will fully investigate the issue, inform the child of the consequence, alert the class teacher (so they can inform the parents) and Close the Loop after the event.

Each day there will be a senior leader in the Year 5 classroom at lunchtime. This senior leader is there to facilitate any protective consequences that need to take place as a result of a physical behaviour. The child will come to the classroom and remain in there for the whole of lunchtime. However, once the whistle has blown the Senior Leader will take the children outside to help tidy up and improve Stocks Green for everyone.

The Senior Leader may have a conversation with the child during the full lunchtime protective consequence. However, Closing the Loop is managed by the original person who the behaviour was reported to.

This same procedure is followed if there is a breaktime incident and the consequence takes place at lunchtime.

Repeated Physical Behaviours

The school is aware that sometimes, despite best efforts to get children to reflect on their actions and Close the Loop, they may repeat physical behaviours. Senior Leaders monitor physical incidents on CPOMs and talk to the Inclusion Lead about patterns. If a child has two physical incidents in a two-week period, as well as the protective consequences, the child will join the 'Better Together' group for a week and will work with an adult to improve the school environment for everyone through planned activity. If further incidents occur, they will be expected to join the group for the term to protect themselves and others. If a child is required to join the 'Better Together' group, their parents will be informed by the class teacher.

Better Together Group

The Better Together Group will involve planned activities where the children work together with an adult to maintain and improve lunchtimes and the school environment. The purpose of the group is to keep those involved safe and protect the other pupils. During the sessions, the adult running them will speak to the children constantly about sharing, supporting each other, doing the right thing and helping them to form more effective friendships.

Stocks Green's Approach to Promoting Pro-Social Behaviour at Lunchtime

Stocks Green Primary School believe that children need to be taught how to make a positive impact on the world and their local environment. As such, when a play time or lunch time incident occurs that involves children being unkind, rude or disrespectful to each other or an adult, then they have a clear consequence.

Reflective Consequence

A child who has exhibited unacceptable behaviours as listed above, will have a reflective consequence for 10 minutes with the member of staff who managed the behaviour. They will reflect on their actions by Closing the Loop at the end of their reflective consequence. This is caried out immediately where possible. However, when this is not possible, it will be carried on the next available play time.

Repeated Behaviours

The school is aware that sometimes, despite best efforts to get children to reflect on their actions and Close the Loop, they may repeat unkind or disrespectful behaviours. Senior Leaders monitor incidents on CPOMs and talk to the Inclusion Lead about patterns. If a child has two incidents in a week period, as well as the reflective consequence, the child will join the 'Better Together' group for a week and will work with an adult to improve the school environment for everyone through planned activity. If further incidents occur, they will be expected to join the group for two additional weeks. They may also join a social skills workshop in the Launchpad to help them to understand the impact that they are having on others. If a child is required to join the 'Better Together' group, their parents will be informed by the class teacher.

Better Together Group

The purpose of the Better Together group is to keep those involved safe and protect the other pupils. The rationale is to teach children how to make a positive impact on the world and make the school a better place for all. The Better Together Group will involve planned activities where the children work together with an adult to maintain and improve lunchtimes and the school environment. During the sessions, the adult running them will speak to the children constantly about sharing, supporting each other, doing the right thing and helping them to form more effective friendships.

Membership of the Group

As outlined in the rest of appendix 15, membership of the Better Together Group will be decided by discussions amongst SLT and the Inclusion Lead and will be based on data gathered from CPOMs. There will be an allocated adult running the group each day. If other children would like to join the group to support, this is down to the adult running the group to decide if they would like additional help that day and whether this will make a positive impact on those involved already or not. It is acceptable for that adult to reject offers of help to maintain the equilibrium within the group.

Passport Plans

If a child is required to be part of the group for more than a week, they will have their Passport Plan updated to reflect the fact that they need support at lunchtime to integrate socially and keep themselves and others safe.

Types of Activity

The group will be involved in a range of activities that promote a better environment for everyone. This includes the following (however please note that this is not an exhaustive list):

- Litter picking from the school site
- Collecting equipment from the outside boundaries of the site
- Improving and maintaining the Forest School site
- Developing and creating signs and zones for different areas of Opal Play
- Maintaining and fixing broken play equipment
- Cleaning windows and other parts of the school site
- General grounds maintenance
- Developing and maintaining planters and the pond areas