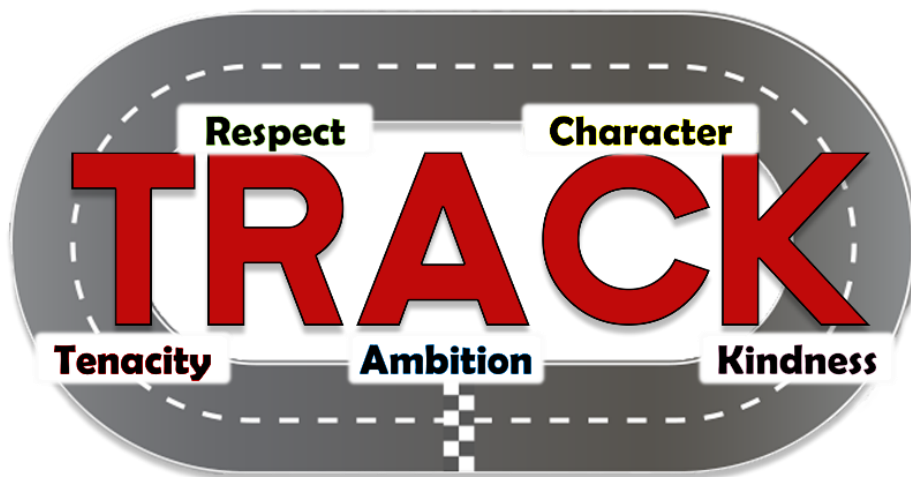




Behaviour and Anti-Bullying Policy



Approved by:

Governing Body

Date: December 2025

Next review due
by: December 2026

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AIMS

This policy aims to:

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

PHILOSOPHY

At The Stonebridge School, we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which children and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

All children will feel safe and secure and be responded to as unique individuals; they will be encouraged to develop outstanding behaviour for learning in order to reach their potential. An inclusive, secure and aspirational community will be developed with a strong safeguarding culture and ethos.

LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)
- [Keeping children safe in education](#)

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 children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children’s behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children’s property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

This policy operates in conjunction with the following policies:

- *Anti-bullying policy*
- *Special Educational Needs (SEN)*

- *Equal Opportunities policy*
- *Attendance Policy*
- *Safeguarding and Child protection policy*

DEFINITIONS

Positive behaviour management promotes an environment where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships.

Therefore, the following definitions enable are to give clarity and guidance to all stakeholders in order that support is given to a child experiencing difficulties with self-regulations and behaviour.

Misbehaviour (Amber Incident) is defined as:

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not following the school's core values – Tenacity, Respect, Attitude, Consideration and Kindness (TRACK) (Appendix 2)
- Non-completion of classwork (unless there are mitigating circumstances)
- Poor or disrespectful attitude towards peers or staff
- Incorrect uniform or inappropriate clothing on more than one occasion

Serious misbehaviour (Red Incident) is defined as:

- Repeated breaches of the school rules or core values
- Any form of bullying or peer on peer abuse
- Fighting, including 'play fighting'
- Racist, sexist, homophobic, transphobic or any other toxic discriminatory behaviour which is contrary to the protected characteristics outlined in the Equality Act 2010
- Vandalism
- Theft
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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
- Smoking
- 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)

Underlying causes of challenging behaviour

Managing challenging behaviour can be difficult and stressful for school staff. An outburst may be a known reaction to a daily activity, or sometimes it may be so out of the blue you are struggling to work out what has caused it. But it always happens for a reason as it is a child's way of communicating that something is not right. Once a child learns that shouting or being disruptive, for example, gets them attention or gets them out of a situation, they do begin to see it as a way of getting what they want. This is called *learned behaviour* and should not be confused with *manipulating behaviour*. (Definition of Manipulation- Psychological manipulation is a type of social influence that aims to change the thoughts, feelings, behaviours or perceptions of others through deceptive, underhanded or abusive tactics. This will always be to the advantage of the manipulator, usually at the other person's expense; with extreme methods being considered as exploitative, abusive, devious, and deceptive.)

Possible causes of Challenging Behaviour

- **Feeling unwell** or in pain. It may be difficult to communicate this to others.
- **Hormonal changes** may cause aggression during puberty.
- **Frustration** at being told off, feeling that they are not being listened to or not being understood. Self-harm can be a way of communicating this frustration.
- **Feeling upset or distressed** about something, perhaps a change in routine.
- **Loneliness.**
- **Depression, anxiety**
- **Excitement.**
- **Boredom** or lack of stimulation.
- **Lack of understanding.**
- **Sensory needs** - exploring how things feel, taste or smell.
- **Seeking attention** - wanting a reaction or avoiding a demand. Social attention: It may be a good way of getting other people's attention, even if it is negative, e.g., shouting
- **To get something** - a person may learn behaviours that get them things they want, e.g., food, objects etc.
- **Escape:** - it may help to avoid things a person doesn't like e.g. dentist

Types of challenging behaviour

- **Withdrawn behaviours** such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- **Disruptive behaviours** such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- **Violent and/or unsafe behaviours** may include actions that cause **Self-injury or self-harm** such as Head banging, kicking, biting, punching, fighting, face or Head slapping, skin picking, scratching or pinching and forceful Head shaking., running away, hair pulling, smashing equipment or furniture/fixtures
- **Inappropriate social behaviours** such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation.
- **Being aggressive:** Hurting others; biting, pinching, slapping, spitting, hair pulling and screaming or shouting.
- **Being destructive:** Throwing things, breaking furniture, ripping things up.
- **Pica:** Eating or mouthing non-edible items, such as stones, dirt, pen lids, bedding, metal, faeces.

- **Smearing:** usually of faeces.
- **Repetition:** Rocking, repetitive speech and repetitive actions or manipulation of objects.
- **Running away or stripping off**

The school recognises that there may be a wide variety of reasons for poor or challenging behaviour. The home environment must be considered, along with friendships and other possible situations; such as bereavement. The school must also consider threats beyond the home and school, i.e. 'Contextual Safeguarding'.

See 'Causes of challenging behaviour' (Appendix 4.) for further explanation.

ROLES AND RESPONSIBILITIES

The Governing Board

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the Head Teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the Head Teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the Head Teacher on which he or she can base the school's behaviour policy.

The governing body will notify the Head Teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. In providing guidance to the Head Teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.
- The governing body will in consultation with the Head Teacher consider what the school's response will be to any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
 - or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or

- could adversely affect the reputation of the school.

The Head Teacher

The Head Teacher is responsible for reviewing the Behaviour and Anti-Bullying policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

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

It is the role of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all the children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher has access to records of all reported incidents of challenging behaviour in the Behaviour Files (in a secure area of the All 4 one) or those held on C-POMs.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The School Governors are notified of any such action that has taken place.

The Head Teacher must **publish the school behaviour policy**, in writing, to staff, parents and pupils at least once a year. It should also be made available on the school's website.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are adhered to in class, and that their class behaves in a responsible manner during lesson time, assemblies and moving around the school.

The class teachers must have high expectations of the children in terms of conduct and their behaviour for learning. Teachers should strive to ensure that all children perform to the best of their ability.

The class teacher will treat each child fairly and apply the School's Core Values (TRACK) consistently. The teacher should treat all children in their class with respect and understanding, adapting their approach depending on the child's needs. Along with the class contract the teacher is responsible for setting the ethos within the class, making sure that whole class behaviour management strategies are in place, understood and observed by the children.

It is the responsibility of the class teacher to record and /or report significant incidents of inappropriate behaviour on the Behaviour Log or on the referral to Head Deputy form.

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

The power also applies to **all paid staff** (unless the Head Teacher says otherwise) with responsibility for children, such as teaching assistants, site staff and lunch time staff.

The School can discipline children at any time they are **in school or elsewhere** under the charge of a teacher, including on **educational visits**.

Teachers can also discipline children for **misbehaviour outside school**.

Teachers can **confiscate** children's property.

The Head Teacher or SENCo may ask for information from the class teacher when liaising with external agencies, to support and guide the progress of each child.

The class teacher must report to parents about the progress of each child in their class, in line with the whole-school policy.

The Role of Non-Teaching Staff

It is the responsibility of all staff to ensure that the school rules and core values are adhered to in classrooms and in any group that is taken out of the classroom.

Parents

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of children will be maintained and respected by all. **Parents** have a clear role in making sure their child is well behaved at school.

Parents are expected to:

- Support their child in adhering to the school's code of conduct and core values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that children arrive punctually for the start of the school day.
- Ensure that children have appropriate dress for school and PE so as to take a full part in all school activities.
- Supporting the school in our policy that all children are expected to behave in a responsible manner, both towards themselves and others, showing consideration, positive Attitude and respect (CARR) for other people at all times.
- Ensure that children show a proper regard for other people's property, buildings and the environment.
- Ensure regular attendance at school and avoiding unnecessary absence.
- Adhere to the Home-School Agreement, which details the agreed responsibilities of parents, children and teachers. **(See Appendix 3. Home-School Agreement)**

BEHAVIOUR MANAGEMENT

WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

STRATEGIES

In order to assist with the implementation of our discipline policy, **staff** should:

- Aim to be good role models.

- Supervise children to and from classrooms, to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running, staying on the left when using the staircases
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group games in the playground, placing emphasis on taking turns
- Give reasoned explanations for Going for Gold and resulting sanctions
- Use key words for reinforcement e.g. positive attitude, respect and consideration, sharing, friendship.
- Emphasise the value of the month and refer to the core values when dealing with behaviour.
- Use Going for Gold and Dojos reward system throughout school for academic and non-academic achievement and effort.
- Praise individuals, groups, classes or year groups as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator.
- Arrange for support for well-being through the Assistant Head for the phase.

Classroom Management and Procedures

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

They will:

- Create and maintain a stimulating environment that encourages children to be fully engaged
- Establish defined classroom areas.
- Display the core values – TRACK and their own class contract
- Develop a positive relationship with children, which will include:
 - Greeting children in the morning and at the start of the afternoon session
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour – ‘catch them being good’
 - Concluding the day positively and starting the next day afresh
 - Allow adequate time for tidying up
- Having a plan for dealing with low-level disruption
- Have a line up order (not register order) for all children when moving around the school and at the end of play times
- Using positive reinforcement
- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement and facilitates cooperative learning
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly
- Place emphasis on independent learning
- use a range of assessment strategies
- Be well prepared and organised

- Make expectations clear to children and parents, when applicable
- Share responsibilities between all children
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere
- Encourage children to respect others speaking and not interrupt
- Involve children in the organisation of systems wherever possible
- Be positive in communications e.g. use of 'please walk', rather than 'don't run'
-

The use of class charters is used all classes in the school. This is based on the principle of collective responsibility.

The charters are drawn up at the beginning of the academic year in consultation with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor anger management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

THE ZONES OF REGULATION

The Zones of Regulation (Appendix 4) is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include: use of language / application of colours to feelings / considering their response to these feeling and calming and regulating activities. It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need. This approach helps children to:

- understand themselves better
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- become better able to manage their own emotions independently – self-regulation

INCLUSION

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding positive behavior instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years. Children identified as having special educational needs under the category of social, emotional and mental health needs or communication and interaction are supported in a variety of ways by the class teacher, support staff. This may be through an Individual Support Plan (ISP), a personalised reward chart or through external support. The SENDCO coordinates any external support for the children and working with parents/carers is vital. Vulnerable pupils are supported by the DSL in conjunction with external agencies.

BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour difficulties after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** e.g. If you do this, then this will happen (positive outcome), if you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Behaviour Record.** The Senior Leadership Team keep records which outline inappropriate behaviour which has been brought to their attention.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.

- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, children must not be made to stand outside a classroom but be sent to a parallel class.

SCHOOL BEHAVIOUR CODE

Discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school and build effective relationships. When this partnership is working effectively then we would expect:

Parents/Carers

- To be aware of Going for Gold and the Home/School Agreement
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children, display the schools core values of Friendship, Achievement, Resilience and Respect and support the school's authority to discipline children.
- To adhere to the parent/carer code of conduct

Staff

- The Head Teacher fully supports the staffs' authority to discipline.
- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere
- To embody core values of Friendship, Achievement, Resilience and Respect
- To adhere to Staff Code of Conduct at all times

Children:

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the school's core values
- To be polite, considerate and caring **Governing Body**
- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.
- To support the school when implementing this policy as well as all policies related to the wellbeing of the whole school community.
-

REWARDS

At The Stonebridge School we believe in modelling and actively recognising effort and success. We have high expectations that are positive and developmentally related, using praise and encouragement to ensure we emphasise positive choices rather than negative in all we do. We feel it is important to monitor the distribution of rewards to ensure that it fairly reflects the efforts made by individuals. For the majority of children this approach will work, sanctions should be needed only for a minority of children. It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Leaders where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement. These can be given to individual children, small groups, classes or year groups as appropriate by:

- Teaching Assistants, all support staff and volunteers
- Midday Supervisors
- Class teachers
- Supply teachers
- Deputy Head Teacher
- Head Teacher

All members of staff positively reinforce good behaviour choices in a number of ways. Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent/carer, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Certificates for academic and non-academic achievement
- Head Teacher/Deputy Heads award on work or as a sticker
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Star of the week Assembly
- Special responsibilities e.g. being a Playground buddy
- Child, group or class, singled out as a role model
- J2E stars
- A visit to Senior member of staff for special recognition e.g. during Friday afternoon session.
- Star of the Week Certificates presented in assembly
- A note home to parents/carers
- A certificate for children who have displayed the value of the month
- Special recognition from senior leaders for being on 'gold' for the half term or having the highest dojo points.
- A chance to get a prize for getting the highest Dojo points a week

GOING FOR GOLD





Going for Gold is a whole school behaviour management system that visually displays the stages of behaviour to help children to be independent and reflective about the choices that they make. It is also to help children to change their behaviour when they notice that they have made the wrong choices. Going for Gold is also a preventative system so that children's behaviour does not escalate.

HOW GOING FOR GOLD WORKS

Children start on the green face every day. This is to emphasise to the children that they can change their behaviour and make the right choices throughout the day and the next day even if they may have made choices that are not good during the day or the day before.

1. A verbal warning is given when an undesirable behaviour is displayed.
2. If this is repeated, then the child's name moves from green to orange.
3. If they continue or make another wrong choice, their name is moved down to red.
4. After this the Consequences Flow Chart (Appendix 4) begins

Children also know that they can move back through the above stages by displaying the correct behaviours. Children who are on gold for the week receive house points and they may have a reward arranged across the year group.

| | | | | |
|------------------|--|---|--|--|
| |  <p>I am making excellent choices.</p> |  <p>I am making good choices.</p> |  <p>I need to think about my choices.</p> |  <p>I need to make better choices.</p> |
| CHILDREN'S NAMES | | | | |

Dojo Points

In conjunction with the *Going for Gold* system, Dojo points are awarded to further recognise and reward pupils who consistently display good behaviour. The allocation of Dojo points is as follows:

- A child who has been on green all day has the opportunity to move to gold.
- Pupils who achieve gold are awarded **5 Dojo stars**.
- Pupils who remain on green are awarded **3 Dojo stars**.
- At the end of each half term, the pupil with the highest number of Dojo points in each phase will receive a prize from the class prize box.
- Dojo points contribute towards both individual and team rewards.
- Certificates are awarded to the pupil with the highest number of Dojo points in each class.
- At the end of each half term, the pupil with the highest total in each class will be invited to a special tea party with the Headteacher.

House Points

Every child is a member of one of our school houses: **Mandela, Parks, Curie, Gandhi, or Malala**. Each class has representatives from every house. Dojo points earned by individual pupils also contribute to their house total.

House points are calculated weekly, and during the Celebration Assembly, the house with the highest score is announced and celebrated.

This table outlines the Stonebridge School house system, highlighting each house's inspirational figure, core value, colour, motto, and slogan. Each house is linked to a significant role model whose life and actions reflect the value it represents — for example, Mandela for tenacity and Malala for kindness. The mottos and slogans are designed to inspire pupils, promote positive behaviour, and build a strong sense of identity and pride within each house. Together, these elements form the foundation of the school's house point and reward system.

| | Link to the Stonebridge School | Linked Value | Colours | Motto | Slogan |
|----------------------|---|---------------------|----------------|---------------------------------|------------------------------------|
| Mandela house | Symbolises resilience and never giving up | Tenacity | Red | Never Give Up. Rise Every Time. | Strength through struggle |
| Parks house | Rosa Parks stood up with dignity and respect | Respect | Blue | Stand Tall. Treat All. | Respect begins with me |
| Curie house | Marie Curie – scientific excellence and success | Achievement | Gold | Dream Big. Achieve More | Excellence through effort |
| Gandhi House | Mahatma Gandhi stood for truth, non-violence, and unwavering moral principles. | Character | Green | Helping Hands, Healing Hearts | We share, we care |
| Malala house | Malala Yousafzai – brave, kind, advocates for others | Kindness | Purple | Kindness is courage | Be the reason someone smiles today |

SANCTIONS

The school's sanction procedures can be summarised into the following stages as outlined by the Consequences Flow Chart. Please see Appendix 5. The following sanctions can be given by the adults working in the school:

- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Expecting work to be completed at home, or at break or lunchtime
- Keeping a child in for part of their play or lunchtime
- Referring the child to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract (SLT Member informed)
- Child to sit by teacher
- Withdrawal of privilege relative to misbehaviour
- Playtime detention may be given for a serious offence

- Parents/Carers informed and involved in the behaviour management process
- Use of points chart or progress book (SLT member informed)
- Time out e.g. another group, another class,
- Child to sit by teacher
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Child sent to another appropriate adult to explain their misbehaviour.
- Red incident to be recorded on CPOMS
- Referral to Senior Teacher/Head Teacher
- Reflection sheet KS1 & KS2 (Appendix 6 and 7)

For children in EYFS, the following steps will be followed to address misbehaviour.

1. A first verbal warning will be given to the child.
2. A second verbal warning will be given to the child ('orange face').
3. The child will be given thinking time in class ('red face'), this may lead to time out in the class.
4. Staff will speak informally to parents
5. Staff will speak formally to parents with documented evidence (incident sheet/ pastoral record book) of inappropriate behaviour by the child. The SENCO or a member of SLT may attend the meeting.

The situation may be referred to other agencies if necessary. Parent/carers are a part of the process.

OFF-SITE BEHAVIOUR

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

All reported misbehaviour that happens outside of the school will be investigated and the school sanctions applied if the incidents are found to be true. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

CHILD ON CHILD ABUSE

At The Stonebridge School, there is there a zero-tolerance approach to abuse, and it should never be passed off, for as "banter", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Children can abuse other children and this can take many forms. This can include (but is not limited to) bullying

(including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers, sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer abuse. As a school, we recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. We will implement the school's Behaviour & Anti Bullying Policy consistently and allow opportunities for children to talk to adults and raise concerns.

Where there is a concern that a pupil in school may have behaved inappropriately towards another pupil, this should be passed immediately to the DSL/Deputy DSLs whether the concern is for a child attending school or being educated remotely. They will alert the DSL or deputy DSLs and they will carry out an investigation in person or via telephone or Microsoft Teams as well as make a referral to services if needs be.

The DSL/Deputy DSL will discuss the matter with parents/carers or social care as appropriate and with the child's interests at the core of all decisions made.

When investigating the matter, the Designated Safeguarding Leads will consider:

- the possible impact on the child/victim.
- any disparity in age between the abusing and abused child.
- whether there is any element of coercion or violence.
- exploratory play should be dealt within school, involving parents/carers as appropriate.

The DSL/Deputy DSLs will:

- keep the involved children separate to avoid collusion or intimidation
- not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- keep a detailed log of actions, discussions and decisions.
- contact parents/carers of the children involved in light of the information gathered
- may contact Family Front Door (social services) for guidance and support throughout the process.

If the assessment concludes that the allegations made can be substantiated, the school will make a referral to social care who have the responsibility for progressing enquiries and carrying out investigations. The school will work to support the families but will place safeguarding the abused child and abuser at the heart of all decisions. When dealing with allegations that involve peer to peer sexual abuse, the school will be mindful that there is significant research evidence, to suggest that children who behave in a sexually inappropriate and/or aggressive way towards other children, are often victims of abuse themselves.

Minimising the risk of peer and peer abuse

At The Stonebridge School Primary School, we have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy, pastoral support system and by a planned programme of evidence-based content delivered through the RSE curriculum and the wider curriculum when appropriate. Such a programme will be developed to be age and stage of development appropriate, and will tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;

- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- Importance of consent
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment

The children will also be taught to embody the school values as well as British Values. Through the Relationship, Sex Education curriculum and the PSHE curriculum, the children will be taught about healthy relationships and unhealthy relationships including the importance of consent and what to do if they are concerned. Other opportunities such as science lessons, outside agencies such as NSPCC assemblies, Police Liaison Officer / workshops will be implemented to equip the children to keep themselves safe and raise awareness. All the learning will be underpinned by the school's values and link directly to the school's Behaviour and Anti-Bullying Policy, which will be implemented by all staff at the school. In order to minimise the risk of child on child abuse, all children will be encouraged to report all concerns or incidents of child on child abuse to their teacher or a trusted adult and the adult will reassure them that the incident will be treated seriously.

All staff are to pass this information on to the DSL/Deputy DSLs who will deal with it accordingly. Where a child may have been a victim of child on child abuse, a risk assessment will be carried out by the DSL and appropriate agencies contacted as needed. This will be reviewed regularly, especially following any significant changes. Specific work would be undertaken with the child by senior leaders and may involve a referral to specialist outside agencies as well.

Additional support for pupils with additional barriers such SEND, pupils using English as an additional language will be implemented. For example, ensuring that a child is spoken to in their home language through a staff member translating, ensuring that a child with SEND is able to use various medium to communicate their worries such as pictures, PECs, Makaton and also involving staff that work regularly with the child in conversations to support the child.

The curriculum will be presented in a way that allows children an open forum to talk things through; such discussions can lead to increased safeguarding disclosures and staff will fulfil their safeguarding duties and pass these on. Children will be made aware of the processes by which to raise their concerns or make a report. This should include processes when they have a concern about a friend or peer. All staff are aware of how to manage a disclosure enabling the relevant member of staff to support individuals involved and staff should speak to the DSL if further support is needed. The school will work closely with outside agencies for further specialist support, e.g. police, health or social services where it is necessary to do so.

Recording Incidents of child on child abuse

All incidents of peer on peer will be recorded on the Safeguarding Form by the staff and also recorded by the DSL/Deputies on CPOMs as well. The information will be shared with relevant agencies, governors and parents/carers if safe to do so.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

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

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

The school's response will be:

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

Sanctions for sexual harassment and violence will be implemented in line with the school's Consequences Flow Chart and 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 safeguarding and child protection policy for more information

Vulnerable groups (in relation to sexual harassment and sexual violence)

Children with Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to sexual harassment and sexual violence. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

LGBTQ+

Children who identify as Lesbian, Gay, Bi, or Gender Questioning (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. At The Stonebridge School, we will ensure that all staff are vigilant and take action to support all pupils. Concerns about any children with SEND should be raised to the DSL who will work closely with the SENDCO to ensure appropriate support for the child as the matter is investigated.

ALLEGATIONS

Allegations of any nature will be taken seriously, and The Stonebridge School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Please refer to the Safeguarding and Child Protection policy for more detail.

Malicious allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the child in accordance with this policy.

Please refer to our safeguarding policy for procedures for dealing with allegations of abuse against staff or volunteers for more information on responding to allegations of abuse and Part 4 of KCSiE.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

MOBILE TECHNOLOGIES

1. The school does not allow pupils to have mobile phones or gaming devices on school grounds unless the parents/carers and school have agreed it is necessary for them to be brought to school, under these circumstances the phone must then be left in the school office until home time. If a pupil is found to have a mobile phone/gaming device which has not been agreed with the school, this will be confiscated immediately. The parent/carer will be responsible for collecting the device after school.
2. If a pupil is found to have a mobile phone/gaming device on school grounds and there is reasonable suspicion that it has been used in cyber bullying, the school has the right to search the phone and collect the evidence. If the child is in breach of the school's behaviour policy, the child may be sanctioned accordingly. Additionally, if necessary, the police or local authority may be contacted depending on the nature of the messages sent and received.
3. If the pupil is found to have a mobile phone/gaming device and there is suspicion of the pupil possessing inappropriate images, such as child abuse images or violent images, or is found to be forwarding inappropriate images, the mobile phone will be confiscated and searched. The incident will be reported to the DSL who will ensure that the incident is recorded. The DSL will investigate the matter and report to the Head Teacher. If necessary, the police will be contacted and the pupil will be sanctioned accordingly.
4. Any type of bullying, including bullying by email, on any school system, via text message, via phone, or using any other form of technology on school grounds is against the school's behaviour policy. Therefore, if a pupil is in breach of the behaviour policy, the appropriate sanctions will be issued. See Acceptable User Policy (ICT appendix).

INCREASED USE OF TECHNOLOGIES

Due to online learning, pupils may at times spend more time learning through online portals. The expectation for behaviour is the same during such situations and breach of behaviour expectations will be dealt with according to school policy. Children will be taught how to keep themselves safe on line and to report any concerns to staff and parents/carers about any inappropriate behaviour from other children or adults. Please see our Safeguarding Policy and E-Safety policy for more details.

REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent children from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf link for the document: - Use of reasonable force in schools - Guidance about the use of physical restraint in schools for governing bodies, Head Teachers and school staff. (February 2023 - currently under consultation)

Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
- Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil or oneself.

Who Can Use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies only to members of staff at the school

When Can Reasonable Force Be Used?

- Reasonable force can be used to prevent a child from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove a disruptive child from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the learning of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating The School's Approach to The Use of Force

- Every school is required by law to have a Behaviour Policy and to make this policy known to staff, parents and pupils. **This policy should include guidance on the use of reasonable force although this is not a legal requirement.**
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to use force on a pupil.
- By taking steps to ensure that staff, children and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

STAFF TRAINING

The Head Teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/carers will be informed. In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;

- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

What Happens if a Pupil Complains When Force Is Used on Them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff'* [DFE00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a member of staff, the school should ensure that they have access to a named contact who can provide support.
- Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required the pupil may be entered on the Special Needs register at 'cause for concern and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious the child will move to 'School Support when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all those who work with the child, the parents and the child themselves, where age appropriate. This will include setting up an IEP (Individual Education Plan) for that pupil.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC, Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.
- If the behaviour does not improve the child's name moves to 'School Support with outside agencies'. This step will be discussed at one of the regular School Based Review meetings. The Individual Education Plan is continued. A TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Where pupils reach School support and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs
- In extreme cases where behaviour is not improving in response to the above strategies, the Assistant Head Teachers/Deputy Head Teachers and SENCO may be set up a Pastoral Support Plan with a view to preventing the child from being excluded.
- *In very extreme circumstances where there is high risk of health and safety or the welfare of other children or staff, the Head Teacher may exclude a child from school either for a fixed period or permanently.*

Behaviour incidents will be reviewed to ensure that no group of pupils are disadvantaged as outlined in the Equality Act 2010. Senior Leaders will look for patterns and implement change when needed.

Playtimes

During lunchtimes, the children will be expected to display the same behaviour expected during class. There are three steps for lunchtime misbehaviour:

1. Two verbal warnings and mediation of minor behaviour offences.
2. The lunchtime member of staff will pass any concerns to teachers in the first instances who will discuss the concerns with parents/carers.
3. Further concerns will be escalated to SLT.

*In the case of serious misbehaviour likely to cause injury or offence (e.g. swearing, racial abuse), see Consequences of Negative Behaviour flow chart for appropriate sanction. Incidents relation to sexual harassment or sexual violence will be dealt with as outlined above. All lunchtime staff must report incidents to a senior member of staff that reach this level of intervention.

Wet Play Provision

At playtime and lunchtime, the Lead SMSA will make the decision whether it is wet play or not. Before playtimes and lunchtimes, leaders will communicate information of wet play to all staff. Both of these decisions will be made as close to the start of each playtime, however should heavy rain begin as children come outside a decision will need to be made between staff on the playground. During wet playtimes other staff may be called upon to ensure the safety of the children. Children will be supervised while they enjoy various free choice activities including reading, drawing, using construction toys, visual literacy, art and board games or other suitable activities. Wet play boxes may be provided. Children are expected to behave appropriately for any adult supervising them. During wet lunchtime there is a rota, which shows SMSAs and staff supervising at lunchtime where they should be located.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. For pupils with additional needs, information is shared by the SENDCO and staff involved with that child to ensure a smooth transition. When pupils go to other schools or begin secondary school, information relating to their behaviour is also passed on to aid a smooth transition.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and as part of professional dialogue meetings with the Assistant Head Teacher responsible for their phase. Behaviour management will also form part of continuing professional development.

Stakeholders Conduct

When discussing behaviour expectations of pupils, we also must ensure all stakeholders follow our core values. Our governors expect the whole school community to treat everyone with respect and consideration at all times. Even when they feel dissatisfied or unhappy, all stakeholders are expected to treat each other with respect in:

- the choice of language they use

- in body language
- in tone
- volume and pitch of voice

Where any of the school community does not adhere to the above, the school will follow the Parent/Carer Code of Conduct and will record such incidents and further action such as a ban from the school premises may be enforced for parents / carers. All staff are also expected to adhere to the Staff Code of Conduct.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from children:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons (including objects that are intended to be used as a weapon)
 - alcohol
 - illegal drugs
 - stolen items
 - cigarettes
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
 - **Confiscation**
 - **Any prohibited items (listed in section 2) found in children' possession will be confiscated.** These items will not be returned to children.
 - We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the child's parents/ carers after discussion with senior leaders and parents, if appropriate.
 - Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

External agencies intervention

If there is a need to involve an external agency, e.g. the police or social care, the school will ensure that a member of the safeguarding team is present to support the child. For example, if the police want to question a child. If appropriate, parents will be notified before any external agency involvement.

Support for children with SEND

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

The school's Special Educational Needs Co-Ordinator (SENCo) will evaluate a child 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 child, the school will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual education plan (IEP) and review it on a regular basis.

Transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, transition meetings between teaching staff where all relevant information is exchanged.

To ensure behaviour is continually monitored and the right support is in place, information related to a child's behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

Definition of Bullying

Bullying can present as verbal, physical, emotional or psychological behaviour

by an individual or group which hurts another individual or group - it generally, but not always, is repeated and is an abuse of power.

At The Stonebridge School we believe that there is no place for bullying in any form. We aim to ensure that the whole school community understands the devastating effect all types of bullying can have on the emotional wellbeing of pupils, parents and staff. We believe that all individuals should feel safe and free from any intimidation or the threatening actions or words of others. We will collectively strive for the eradication of bullying, this is both online and bullying that may occur in school or off the school site. The school will implement the Consequences Flow Chart when dealing with bullying and through our curriculum and shared values ensure that all children are taught how to keep safe and also implement the British Values in their daily lives. All incidents of any type of bullying will be dealt with swiftly and with serious. They will be recorded on CPOMs for review and analysis. External support may be sought for both victims and perpetrators of bullying. The school will work in very close partnership with parents/carers when dealing with any bullying incidents.

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

Bullying is, therefore:

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

can include:

| TYPE OF BULLYING | DEFINITION |
|--|--|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

| | |
|---------------------------|---|
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| TYPE OF BULLYING | DEFINITION |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

We therefore intend that:

- We will have a 'living' anti-bullying policy and practice that makes bullying unacceptable in our school.
- We will ensure that pupils, parents/carers, staff and governors are fully aware of our policy and practice to tackle bullying, and support our practice.
- We will ensure that our pupils feel confident and that any concerns about bullying will be taken seriously.

We will follow the school's consequences flow chart when dealing with any forms of bullying.

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All children, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to children at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by children and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

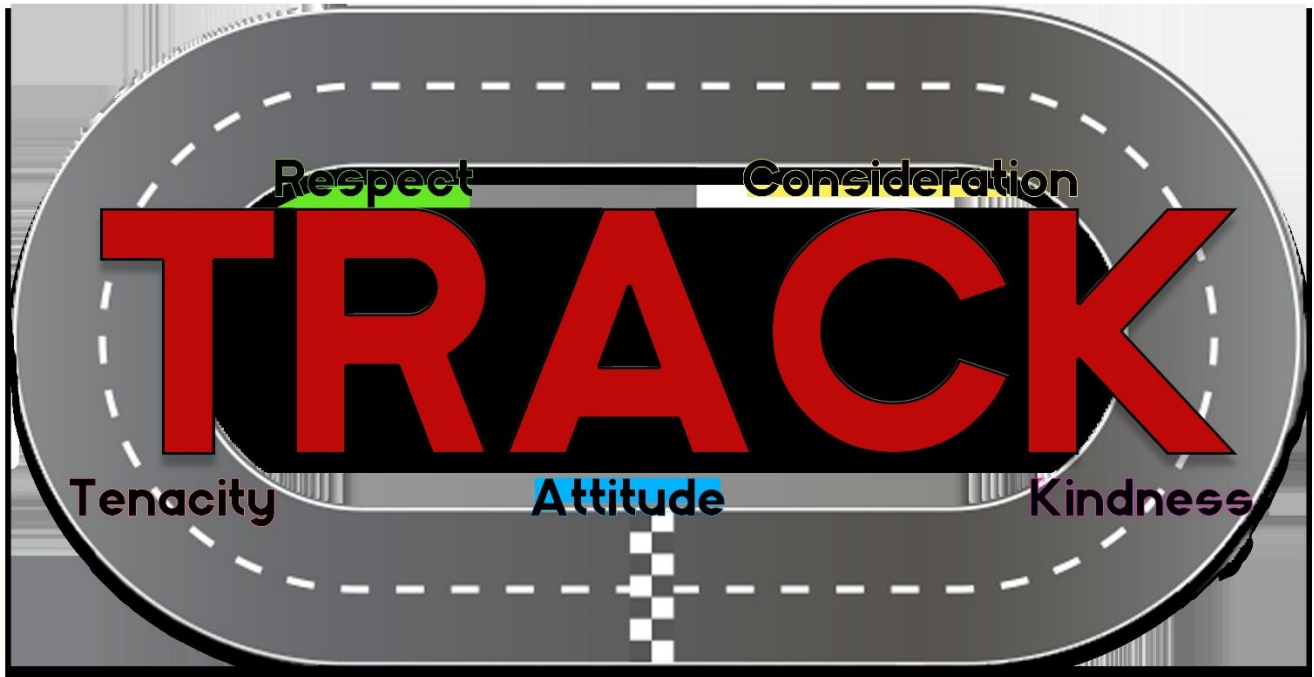
Children are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and children' 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 governing board every 3 years.

APPENDIX 2: SCHOOL VALUES: TRACK



THE STONEBRIDGE PRIMARY SCHOOL SCHOOL VALUES

Tenacity

Not giving up, always using encouragement

- Express your thoughts confidently
- Encourage each other through incentives: certificates, praise and sanctions to do the right thing
- Develop a growth mindset
- Be optimistic and believe in yourself, (if you fail, try again, follow your dreams)
- Learn from your mistakes
- Nurture and have self-belief
- Don't let others get you down, never give up and always try your best





THE STONEBRIDGE PRIMARY SCHOOL SCHOOL VALUES

Respect

Equality & Equity- Value and have awareness of others and yourself

- Lead and set an example, despite how you feel
- Be honest and understanding that not everyone is perfect
- Treat others the way you want to be treated, showing good manners (be kind, have self-respect)
- Be confident and positive about yourself and consider wellbeing
- Respect other people's opinions, showing mutual understanding, compromise and comprehension
- Have a sense of worth, pride, self-respect and respect for others, the environment and resources
- Take others' views into account, be nice, polite and kind
- Give respect through understanding perspectives and backgrounds



THE STONEBRIDGE PRIMARY SCHOOL SCHOOL VALUES

Attitude

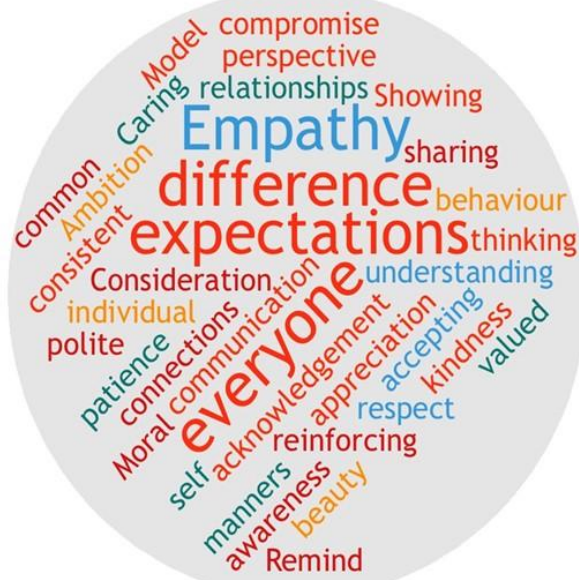
A positive attitude and readiness to learn

- Be approachable, set your boundaries and establish high expectations of what is acceptable (non-negotiables)
- Value and show empathy and understanding to others
- Be a positive role model with a growth mindset, good manners, patience and clear communication
- Show understanding of different backgrounds and compromise (without losing yourself) by connecting and making positive relationships
- Have a sense of purpose and understand the essence of why we are here
- Have a positive outlook, think about other people's feelings and be the best by pushing yourself harder to the limit and beyond
- Have a positive mental/learning attitude and approach to set yourself high expectations and aspirational targets



THE STONEBRIDGE PRIMARY SCHOOL SCHOOL VALUES

Consideration & Kindness



Ambition, Care, Empathy, Kindness and Understanding

- Show respect, demonstrate good manners, set high expectations and be aware of others (everyone adds something)
- Think about others, acknowledge, value and connect
- Build positive relationships showing appreciation, patience and compromise
- Remind yourself of why you are here
- Be polite to others, move around the school appropriately
- Share with others (compromise) and treat others how you would like to be treated
- Be accepting of differences (beauty is inside everyone) and understand everyone has a different perspective
- Model consistent expectations across the school (reinforce)

APPENDIX 3: HOME SCHOOL AGREEMENT

Stonebridge Primary School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading weekly newsletters and endeavoring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform

The school

The school will endeavour to:

- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parent's Evenings and provide an annual written report
- set and mark homework
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

APPENDIX 4: EXAMPLES OF ZONES CONVERSATIONS

Skills taught during The Zones of Regulation:

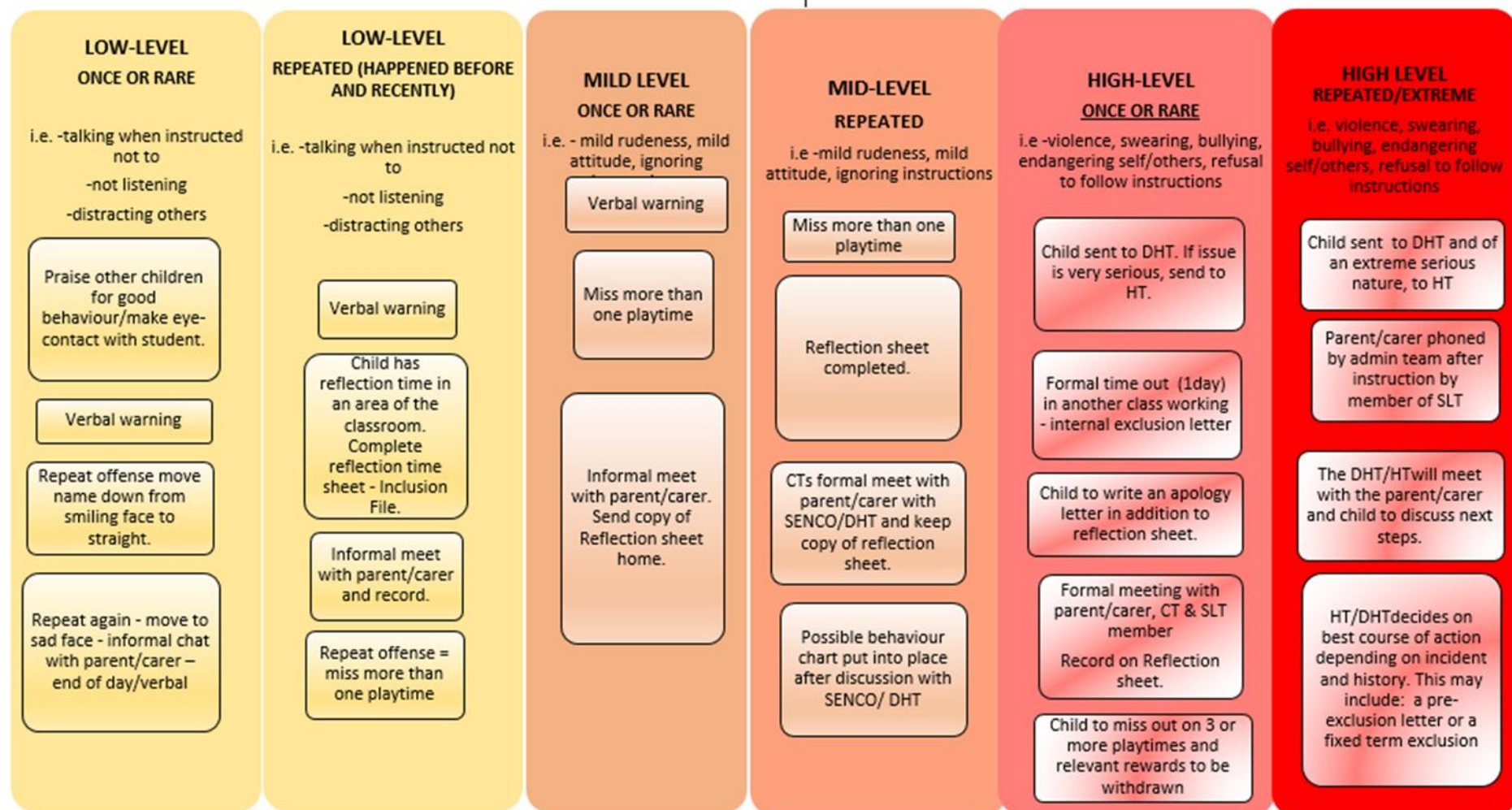
- **Identifying your emotions** by categorizing feelings into four zones (more on this below)
- **Self-regulation:** Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- **Identifying triggers:** Learning what makes you “tick” and why
- **Coping strategies:** Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- **Size of the problem:** Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- **Expected behaviour vs unexpected behaviour:** This also covers perspective taking and how *your* behaviour affects the thoughts and feelings of the people around you

| Behaviour Type | Natural consequence | Conversation/Intervention |
|---|--|--|
| Red Zone: Aggression due to anxiety | Social Isolation | Distraction if possible. Ensure basic needs are met. <i>When you get angry it makes others feel worried that they are in danger.</i> <i>We can help you to feel less angry. (Volcano in my tummy)</i> |
| Red Zone: Running out of class. | Avoidance of task or situation leading to falling behind in learning. | Distraction if possible. Ensure basic needs are met. <i>I think you might be in the red zone because you ran out, but I need to make sure you are safe. Let's solve the problem together. (Safe Space created)</i> |
| Yellow Zone: Wiggly and giggly during carpet time. Hyper-vigilant. Extra-sensitive. | Reduced learning focus and progress. Reduced resilience to challenge & change. May require co-regulation. | Ensure basic needs are met. Ensure movement & sensory needs have been met. <i>I can see you are finding it difficult to sit on the carpet. It is stopping other children from concentrating. Are you uncomfortable/feeling restless? (Rest break/wiggle cushion)</i> |
| Blue Zone: Not focused in class (in own world) | Missed learning opportunities. Lowered self-esteem. Withdrawal from social opportunities. | Ensure basic needs are met. Take to a calm/safe space to talk. <i>I can see that you are struggling to concentrate. Is there something that I/you/we can do to help? (Snack or drink/movement break)</i> |
| Green Zone: Focussed and on task. Calm & relaxed. | Learning opportunities maximised. Resilient to challenge and change. Able to self-regulate. Able to articulate thoughts and feelings. | Praise effort, rather than attainment. <i>I can see that you are really focussed and on task – well done!</i> |

APPENDIX 5: CONSEQUENCES FLOW CHART

CONSEQUENCES OF INAPPROPRIATE AND UNACCEPTABLE BEHAVIOUR CHOICES

*If a reflection sheet is completed by a child with a staff member at any point on the consequence chart, teachers/HLTAs/LATAs are responsible for ensuring parents / carers are informed. If serious and meets mid-level repeated this should be put on CPOMS. All high level once and high-level extreme MUST be put on CPOMS. For pupils with SEND needs or other vulnerabilities, please ensure that you differentiate your approach to their misbehaviour as usually there are other underlying issues. For Support with this see SENCO for SEND and DSLs for vulnerabilities.



APPENDIX 6: REFLECTION SHEET- KEYSTAGE 1



Reflection Sheet – Key Stage 1

Dear Parent/Carer,

We are disappointed to inform you that due to unacceptable behaviour choices your child was asked to leave the classroom today. Please read the below information to understand further why this happened. If you would like to discuss this, please do contact their class teacher.

SLT

What Happened...?

| | | |
|-----------------|-----------------|-----------------------|
| Name: | Date: | Time Sent out: |
| Sent by: | Sent to: | Return time: |

What happened?

Who has been affected by this? How do they feel?

How can we make sure this doesn't happen again?

Discussed with:

Staff signature: _____ Date: _____

Child signature: _____ Date: _____

APPENDIX 7: REFLECTION SHEET- KEYSTAGE 2



Reflection Sheet – Key Stage 2

Dear Parent/Carer,

We are disappointed to inform you that due to unacceptable behaviour choices your child was asked to leave the classroom today. Please read the below information to understand further why this happened. If you would like to discuss this, please do contact their class teacher.

What Happened...?

| | | |
|--|-----------------|-----------------------|
| Name: | Date: | Time Sent out: |
| Sent by: | Sent to: | Return time: |
| What happened? | | |
| What were you thinking and feeling at the time? | | |
| What do you think and how do you feel now? | | |
| Who has been affected by this? | | |
| What is needed to put things right? | | |
| How can we make sure this doesn't happen again? | | |

