



Stanbridge Lower School

Behaviour Policy

Ratified by Governors

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STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. Our aims and objectives

We believe that children flourish best when their personal, social and emotional needs are met and underpinned by clear, developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of themselves and others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and modelling. **To support this, we aim to:**

- Create an environment where all adults and children can feel safe and secure
- Establish a code of conduct for staff and children, ensuring the school is free of bullying or harassment.
- Provide an atmosphere that maximises learning opportunities, developing a range of personal, social and emotional skills
- Promote respect and appreciation for others and their property
- Provide a fair, consistent and structured framework with clear and consistent procedures for rewards and unwanted behaviour
- Work closely with parents and carers to support the child's development and needs
- Liaise with outside agencies and professionals if we are unable to fully meet the needs of individuals

The Headteacher is the strategic lead for behaviour across the school and is supported by the Senior Leadership Team. They will:

- Keep up-to-date with legislation and research on promoting positive behaviour and on handling children's behaviour, where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour supporting PSE development.
- Check that all staff have relevant in-service training on promoting positive behaviour.

2. Legislation, statutory requirements and statutory guidance




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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)
- [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 gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Our Values: The Stanbridge Way

Our Values		What this looks like?
	Be Kind	<ul style="list-style-type: none"> • We say nice things to each other • We show acts of kindness • We look after each other • We celebrate our differences
	Work Hard	<ul style="list-style-type: none"> • We always try our best • We persevere when it gets difficult • We use our skills and knowledge • We ask for help when we get stuck
	Believe in Yourself	<ul style="list-style-type: none"> ▪ We have a goal ▪ We are brave ▪ We don't give up when it gets hard ▪ We are proud of our achievements

4. Our Expectations: The Stanbridge Rules

Our Expectations	What this looks like?
1. We are gentle and care for each other	<ul style="list-style-type: none"> ▪ We use kind words ▪ We use gentle hands and feet; <u>we do not hurt others</u>
2. We respect each other and welcome visitors to our school	<ul style="list-style-type: none"> ▪ We are friendly, kind and honest ▪ We are polite and considerate using good manners ▪ We listen to others and take turns ▪ We celebrate our differences
3. We are proud to be part of Stanbridge	<ul style="list-style-type: none"> ▪ We follow the Stanbridge Way and the Stanbridge Rules ▪ We wear the correct school uniform with pride ▪ We always do our best ▪ We are good role models
4. We are ready for learning	<ul style="list-style-type: none"> ▪ We show good sitting, good listening and share ideas ▪ We work hard in school and complete home learning ▪ We keep our minds and bodies healthy ▪ We leave sweets, toys and other special items at home
5. We respect our school environment	<ul style="list-style-type: none"> ▪ We look after our own property and the property of others ▪ We keep our classrooms and corridors tidy ▪ We use quiet voices inside ▪ We move calmly around the school building

5. Our Strategy: The Stanbridge Top Five Tips

➤ We building positive relationships with children
➤ We set high expectations for children
➤ We create a positive environment for children
➤ We manage behaviour positively
➤ We promote a positive learning attitude

6. Managing behaviour positively

- We consistently refer back to the **Stanbridge Way and the Stanbridge Rules (appendix a)**; these are displayed in all classrooms and communal areas
- Staff are reminded of the **Stanbridge Top 5 (appendix b)** to ensure a strong foundation for managing behaviour positively
- We speak and behave with friendliness, care, courtesy and respect
- We teach children to understand their feelings and emotions; developing self-regulation to help them manage their own behaviour; we use Zones of Regulation to support with this
- We develop self-esteem through awareness of self and others
- We encourage children to work co-operatively; to listen to others; to explain their needs and to talk about the needs of others; to share time, space and resources; to evaluate their own work and to respect that of others
- We recognise that children and adults have different home experiences which they bring with them, that children will be at different developmental levels; that a child may feel confused and react negatively in some situations; that all children need to feel valued and that it takes time for values to be learnt and internalised
- We recognise that codes for interacting with other people vary between cultures and require staff to be mindful of this
- We share our behaviour expectations with new staff and volunteers as part of our induction policy. We expect everybody - children, parents, carers, staff and volunteers to behave according to the policy and for the guidelines in the policy to be applied consistently
- We work in partnership with children's parents and carers. We communicate clearly and honestly to address any concerns early. Any repeated unwanted behaviour is discussed with parents and carers so an evaluation of the whole child can be made and next steps agreed by all parties.
- We seek advice from other agencies and make referrals should the need arise
- We will ensure consistency and fairness by:
 - Being consistent in our use of the behaviour policy
 - Ensuring praise and rewards are given to children demonstrating positive behaviour
 - Use positive language (e.g. Walk in the classroom" rather than "Don't run")
 - Ensure that learning is engaging and well resourced, so that children are meaningfully occupied without the need for unnecessary conflict
 - Support each child in developing self-esteem, confidence and feelings of competence
 - Support each child in developing a sense of belonging in the group or class so that they feel welcomed and valued
 - Liaise with colleagues at transition points to ensure these are as seamless as possible

7. Rewards Structure

Stanbridge Rewards Structure			
ONGOING REWARDS			
Praise, smiles, shaking hands/high fives, compliments, stickers, written feedback in books, class points, feedback for parents, visit to a senior leader or the Headteacher. Suggested criteria for classpoints:			
1-10 Small class based reward	10-20 More significant class based reward	20-30 Reward for exemplary behaviour or outcome	30-50 Over and above expectations
RESPONSIBILITY POSTS			
Class Jobs (PS-Y4), School Council (YR-4), Play Leaders (Y3-4), Prefects (Y4)			
WEEKLY REWARDS IN CELEBRATION ASSEMBLY			
<u>Stanbridge Star</u> Upholding school values, high quality work, good behaviour/conduct, representing the school. Winners across the half term are shared in the end of half term newsletter.	<u>Classpoints</u> Collected and shared weekly in the Stanbridge Celebration Assembly. Winners get to keep the school mascot 'Stan' for the week.	<u>Curriculum Certificates</u> Certificates such as TTRs, swimming or Sports certificates are presented	<u>Hall of Fame</u> 1-2 children from each class are nominated to share a piece of work or share a significant achievement outside of school such as a trophy or unique experience
HALF TERMLY REWARDS			
A Postcard from the Headteacher For consistently upholding school values or going above and beyond in an area of school life		Classpoints Tallies are totaled at the end of each half term and shared in the whole school newsletter.	
TERMLY INDIVIDUAL ATTENDANCE REWARD			
Attendance Certificates and Pencil for pupils with 100% each term			
ANNUAL AWARDS			
Year Group Book Awards Progress in English, Maths, Wider Curriculum Contribution	Yr4 Special Awards Compassion Award (HT Nomination), Determination Award (Staff Nomination), Good Citizenship Award (Pupil nomination)		Attendance 100% Attendees 95%+ Attendees

8. Sharing & displaying rewards

To ensure that rewards are shared and celebrated within school and with families, we do the following:

- Staff promote the Stanbridge Rules and Class points in classrooms
- Classes display Class Point jars
- Weekly Celebration Assemblies are used to share ongoing achievements
- Certificates, rewards such as pencils, bookmarks and stickers motivate children and enable them to share their achievement with friends and families
- Half termly celebration update in the newsletter
- End of year Celebration Assembly

9. Encouraging good attendance and punctuality

To encourage punctuality and attendance, we do the following:

- Welcome start – key adults on playground from 8.45-9.00am
- Breakfast Club to encourage good punctuality and attendance
- High expectations of attendance/punctuality (see attendance policy)
- Report to parents in the school newsletter regarding attendance and punctuality
- Termly attendance rewards

10. Encouraging pride in presentation: School Uniform

To encourage our pupils to be smart and take pride in their school uniform, we do the following:

- Share clear uniform guidelines and expectations
- Ensure new admissions to the school have full uniform on entry
- Ensure uniform is for sale or second hand uniform is available
- Have high expectations of pupil presentation and school uniform
- Praise children who look smart and regularly wear the correct uniform
- Role model good presentation and pride in appearance
- Class teachers complete uniform spot checks
- Require children to wear a sensible and sturdy shoe as part of their uniform

11. Dealing with inconsiderate behaviour

- When dealing with inconsiderate behaviour, we aim to de-escalate situations as quickly as possible so any issues can be addressed in a calm and thoughtful manner
- We believe that understanding actions have consequences is a form of learning; we want children to learn from their choices and do differently next time; we refer to the **Stanbridge Way and Stanbridge Rules** and use the **Consequence Pyramid** outlined below to support if needed
- We encourage children to use zones of regulation to help them self-regulate their emotions and make better choices, so that they are learning to manage their own behaviour in the long term
- We help children to find solutions in ways that are appropriate to their stage of development, encouraging them to peace keep and peace make; this might involve the use of thinking time, mediation, sorry cards, team building, personal strategy or tool kits
- We aim to be calm, patient and consistent when responding to inconsiderate behaviour; we do not shout or behave in a threatening way.
- When investigating incidents, staff will:
 - Find the reason for behaviour (“Can you tell me why you did that?” rather than “Don’t hit Bilal.”)
 - Explain emotions (e.g. “Tom felt sad when you hit her” rather than “Don’t hit Tom”)
 - Explain a rule (e.g. “If you run up the slide you might bump into someone coming down”)
 - Unless a child is in immediate danger move quietly to interact with a child rather than call across the classroom or outdoor space to intervene
 - Never send children out of the room by themselves
 - Never use physical punishment or threaten children with such punishment
 - Never use techniques or language designed to embarrass or humiliate children
 - Only use the agreed approach for Positive Handling as a last resort to prevent physical injury to children or adults and/or serious damage to property. Our aim is to keep children safe at all times
 - Where possible only those staff that have been trained in Positive Handling should hold children. Refer to Positive Handling section.
- In cases of serious misbehavior, such as bullying, racial or other examples of harassment, we make clear the unacceptability of the behaviour and attitudes. The school’s Consequence Structure is followed and the incident is recorded. Parents are informed and the incident is reported to the headteacher. Copies are held in the Bullying or Serious Incident Folders.
- When serious or persistent incidents occur, the headteacher reserves the right to agree internal suspensions from the playground/classroom or external suspensions for a set period of time

21. Consequence Pyramid: Responding to inappropriate behaviour choices

12. Permanent Exclusion: Headteacher, Governor & LA involvement

11. Fixed Term Suspension: See Exclusions Policy and Suspension & Permanent Exclusion Statutory Guidance DfE Sept 2023

- a serious breach, or persistent breaches, of the school's behaviour policy and guidelines

- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Headteacher completes formal paperwork. Parents informed in writing and invited to attend re-admission meeting; a record of this meeting is kept on file. Work to be provided for the child during the suspension.

10. Internal Suspension

Serious first time offences that may not warrant a fixed term suspension; or unwanted behaviours involving a group of children where time away from peers may be useful. Headteacher and classteacher to meet with parents. The suspension may take place at Stanbridge or an alternative provision depending on the incident.

9. Deputy Head, FLO & Class Teacher continue to review & modify behaviour plan accordingly.

Where there is no improvement, Headteacher to become formally involved and meet with parents.

Alternative onsite provision or additional in house support may be considered if available.

8. SENCo to complete external referral to MHST or alternative agency with evidence.

E.g. Yellow/red card records, PSPs, meeting records etc. SENCo to notify class teacher and parents of referral.

7. 2xR in a week/3 or more per half term: Class teacher to liaise with a Senior Leader to agree next steps

Class teacher with DHT or FLO meet with parents to discuss possible reasons for behaviours. If not already, a class tracker is introduced and a behaviour plan is considered to formalise targets and strategies - a review date agreed. Plan copied to parent, class teacher, SLT. Option to remove privileges (clubs, responsibilities, extended opps) where necessary.

6. Red card: Child sent with a red unhappy face card to a Senior Leader

A red unhappy face card can be issued if a child does not amend his/her behaviour following a yellow card, but is more likely to be given for an isolated 'red card' behaviour - see criteria on behaviour response form.

State reason and share consequence - loss of lunch play (30mins) supervised by HT- lunch separate from peers and completes behaviour reflection activity. Staff member issuing red card completes paperwork - copy to CT/HT for tracking - parents MUST be informed by classteacher at end of day either face to face or by phone. **Serious incidents jump to 8,9,10**

5. 3xY in a week/5 or more per half term: Learning Tracker introduced with agreed targets

Parents updated by class teacher face to face or by phone. Child to report to DHT daily for feedback and HT weekly - to review targets. Reviewed fortnightly with parents. Class teacher to monitor triggers.

4. On return to class, if unwanted behaviour continues: yellow unhappy face card presented

Class teacher to swap blue unhappy face for yellow unhappy face to indicate consequence - state reason and share consequence - loss of play (15mins) supervised by CT/nominated staff- child still has snack and toilet break.

Staff issuing yellow card to complete paperwork and pass to CT/HT for tracking - parents informed informally at end of day

3. Use of thinking time: designated class space or buddy class for set time - state behaviour expected

Child to take blue unhappy face, timer and work/reflection task if appropriate - child has opportunity to amend behaviour - blue unhappy face card is removed

2. Second Warning - present blue unhappy face card - state behaviour expected

Further de-escalation - child has opportunity to amend behaviour and blue unhappy face card is removed

1. Non-Verbal First Warning - de-escalation - state behaviour expected

Use of gesture, facial expression, re-direction - child has opportunity to amend behaviour

Please note that any isolated red card behaviours will jump to point 6

12. Child on child abuse

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

13. Bullying

- Bullying or harassment will not be tolerated at Stanbridge Lower School. All incidents will be dealt with promptly and taken very seriously. The incident/s will be reported to the headteacher and recorded in the school's behaviour log. Parents will be reported of incidents considered to be bullying or harassment. Appropriate consequences, support and restorative work will be agreed to support all parties.
- Bullying involves the persistent physical, verbal or online abuse of another person. It is characterised in the following way; deliberately hurtful, repeated over time and difficult to defend against.

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

Important: Please read the school's anti-bullying policy on the school website for more information

14. Dealing with persistently challenging behaviour

The senior leadership team will assist with any persistent challenging behaviour. An assessment of the child's needs will be undertaken and a meeting with school staff and parents/carers will be initiated. At this meeting, the following may be discussed:

Action	Purpose	Possible Strategies
Creating a Pastoral Support Plan (PSP)	Focus on strategies which may provide a change in the child's behaviour	<ul style="list-style-type: none">- Agreed intervention (Zones), nurture support- Home school contact book- Thinking time (either in class or out); a safe place agreed with the child when developing their PSP- PSP can earn points towards a negotiated reward
Referral to behavioural support service or MHST	Gain wider professional expertise	<ul style="list-style-type: none">- Provide additional strategies and support to school and family beyond our expertise- Refer to other teams such as CDC or explore diagnosis
Implementing a more focused monitoring process	Records must be kept to gather a picture of the behaviour	<ul style="list-style-type: none">- Log of all incidents; use of ABC record (antecedent, behaviour, consequence)- Lunch and playtime record books- Observations by SLT, SENCo, other professionals
Placing a child on the SEND register	To enable the child to access additional support within the school	<ul style="list-style-type: none">- Individual targets and planned support- Additional funding- Other professionals involved

15. Suspensions

When a child's behaviour meets either of the following definitions, the school may consider a fixed term suspension or permanent exclusion: see Exclusions Policy and statutory guidance published by the DfE: Suspension & Permanent Exclusion Sept 2023

- a serious breach, or persistent breaches, of the school's behaviour policy and guidelines
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

16. Off-site misbehaviour

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

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

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

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

Please note that sanctions 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).

17. 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

18. Malicious allegations

Any allegations made against staff or adults working in the school are taken seriously and the school will refer to the safeguarding policy and procedures for managing allegations. Where allegations are proved to be malicious, the headteacher will decide if any consequences should be applied – this will depend on the seriousness of the allegation; any sanction will be in line with the policy. If the allegation is about the headteacher, the chair of governors will decide on appropriate action.

19. 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 or her delegate 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 inform children's social care, if appropriate

20. Removing barriers to Learning

Pupils may require additional support or guidance for a variety of reasons; short and long term. We recognise the importance of intervention to reduce the barriers to learning and provide a variety of opportunities to enable pupils to make positive behaviour choices. Interventions can be provided by the class teacher, the Family Liaison & Education Officer, the SENCo or outside agencies.

a) 'Thinking time' & Buddy System

- Pupils have the opportunity for 'thinking time' in their own classroom in a designated space
- Pupils can be sent to an agreed buddy class for an agreed period of time as an opportunity to reflect on their behaviour: YR to Y2, Y1 to Yr4, Yr2 to Yr3 and Y3 & 4 to YR
- It may be appropriate to send them with work to complete or a reflection task
- During the thinking time, the teacher will plan for avoidance/distraction to avoid the same scenario again
- A record of thinking times is kept by the class teacher for tracking purposes and logged at staff meetings

b) Zones of Regulation intervention; de-escalation strategies

- Zones of Regulation (ZoR) is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorized into four coloured zones. Children learn to identify these zones and develop a tool kit to help them manage their emotions.
- All children are reminded of the zones of regulation through posters, displays, lessons, so if they are finding it difficult to regulate, they can refer to the tool kit to help
- Children who frequently struggle to regulate their emotions may need further intervention and are likely to have a pastoral support plan (PSP) with specific ZoR interventions/strategies to support; this is agreed with pupil, parent and teacher with clear targets and review dates
- Zones of Regulation intervention may take place one to one or in a small group to develop coping strategies in creative and practical ways

c) Circle Times & Worry Box

- Children take turns to share as they pass the 'talking baton' round a circle
- Structured activities are used to build a sense of community, develop empathy and trust, promote communications and co-operation skills
- Fun and energising 'mixer' games promote friendship, confidence and self esteem
- Worry box is used as a strategy for children who lack the confidence to talk to a grown up; these are checked regularly

d) Wider Curriculum Opportunities

- Children have access to our forest school where sessions support personal and physical development, empowering learners to problem solve and work together
- Children have access to the school's sensory room to promote calm, exploration and independence, encouraging them to make own decisions in safe and stimulating environment

e) Complete a Functional Analysis of Behaviour (ABC)

- **Antecedent** what was happening just before the behaviour occurred – directions given, task, describe environment)
- **Behaviour** (describe the behavior in observable terms)
- **Consequence** (what happened as a result of the behavior – response by teacher, other adults, students, etc.)
- **Hypothesised Function** (why the student engaged in the behaviour – i.e., for attention, to escape a task, to have control of the situation, self stimulatory, to get a tangible reward, etc.)

f) Referral to SENCo or External Agencies

- Pupils with continuing difficulties will be referred to the SENCo or external professionals. Alternative support/interventions may be put in place

g) Restorative Approaches, including Peer Mediation

- Restorative Justice is about repairing the harm done to people and relationships by inappropriate behaviour. It is NOT about blame or punishment.
- Where children have 'fallen out', the following will be asked: **What happened? Who has been affected and how? How can we put right the harm? What have we learnt, so we make the right choices next time?**
- Sorting out problems in this way helps children understand and put into words their own feelings and the affect their words and actions have on others. Children start to see things from other angles or other viewpoints.

22. Supporting pupils following inappropriate behaviour choices

Following a consequence of any inappropriate behaviour, staff will consider ways to help children learn from negative choices, to reduce the chance of it happening again. All staff at Stanbridge believe that through support, modelling and developing good habits, children can learn to make positive behaviour choices. Strategies might include:

- Reference to the Zones of Regulation and tool kits
- Opps for pupil voice; reflection activities including restorative conversations
- Daily contact with a key worker/mentor
- A tracker or personalised timetable to support targets
- Good communication with parents and carers; re-integration meetings following thinking time of school

23. Serious Assault against an Adult or Child

In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, the headteacher will apply the system for inappropriate behaviour. Any serious breaches could result in the pupil being permanently excluded.

24. Positive Handling

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Under the direction of the headteacher, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

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

Any staff member is authorised to use reasonable force under the direction of the headteacher if necessary. However, at Stanbridge, there are two members of staff trained in positively handling pupils if needed: Mrs T Davies & Mrs N Probert. The headteacher has given them delegated responsibility to use positive handling strategies and techniques in school if required.

Positive Handling Training

- Positive Handling Training is reviewed every two years and refresher training is based on the needs of the school at that time
- Bespoke training enables the school to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all

- Enables school to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.
- It reduces the amount of serious incidents involving physical restraint in school, emphasising the importance of exhausting behaviour management strategies first.
- It increases the awareness of staff about the importance of recording and reporting, monitoring and evaluating all incidents involving positive handling.
- It provides a process of repair and reflection for both staff and pupils.

Positive Handling Procedure

- Remain calm, keep control and stabilise the situation, preventing it from getting worse.
- Use verbal and non-verbal de-escalation strategies before positive handling strategies are used.
- Be aware of the conflict spiral and the need for an appropriate response in order to maximise the opportunity to calm the incident. All actions must be reasonable and proportionate. **Restraint is a last resort.**
- When there is a known concern, a full risk assessment/positive handling plan will be attached to their personal support plan. This will include strategies to defuse and de-escalate by the use of diversion, reassurance and communication, as well as a range of positive handling strategies.
- Following any incident where it was necessary to use restraining strategies, a record sheet will be completed to provide full details of the incident including the potential risks involved.
- There will be a follow up process with the pupil and member of staff to ensure support and supervision, repair and reflection. A record of the incident including any follow up supervision or intervention will be recorded and filed in the headteacher's office in the behaviour log.

Refer to: Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies July 2013.

25. Confiscation, searches, screening

- a. Confiscation:** The headteacher has delegated the power to confiscate the property of a pupil to teachers and the family liaison and education officer in the following circumstances:
- If learning is being disrupted
 - The safety of the pupil or other pupils is put at risk
 - A pupil is highly suspected of stealing
 - Where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 (Section 550ZA of the Education Act 1996) or any other item that the school rules identify as an item which may be searched for. The list of prohibited items consist of:
 - knives and weapons;
 - alcohol; tobacco, cigarette papers, illegal drugs
 - stolen items;
 - any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
 - fireworks or other explosives
 - pornographic images

In addition to these items, the school has identified the following items as banned from school as they are detrimental to high standards of behaviour and pupil safety:

- Any mobile devices including, but not limited to phones, smart watches, tablets – unless previously agreed with the headteacher and procedures agreed
- Vapes

Any prohibited items listed above found in a pupil's possession as a result of a search will be confiscated. The majority of items will not be returned to the pupil. Mobile devices will be returned to pupils after a senior leader has spoken to the parent; the device must be handed back to the parent.

- b. Searching a pupil:** The headteacher has delegated the power to search a pupil to teachers and the family liaison and education officer in the circumstances outlined above. Where possible, the authorised member of staff should be the same sex as the pupil with another member of staff present as a witness to the search. At Stanbridge, it is unlikely to have a male member of staff on site, so a witness is essential, unless there is serious risk of harm in which case the search can be carried out by a single authorised member of staff.
- c. Searching pupils' possessions:** Possessions means any items that the pupil has or appears to have control of, including: desks, pencil cases, bags. 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.
- d. 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 above
 - If they believe that a search has revealed a safeguarding risk
 - All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.
- e. Informing parents:** Parents will be informed of any search for a prohibited item (listed in section 3); this will be as soon as is reasonably practicable.
- f. 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.
- g. 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.

26. Pupil transition

The school will support new pupils to meet behaviour expectations by signposting children and families to the behaviour policy and introducing them to the Stanbridge Way & Stanbridge School Rules. Any new children with additional needs regarding behaviour may have a phased start agreed to ensure the strategies and resources are in place to give them the best possible start.

When moving up to the next year, pupils have transition sessions with their new teacher(s) to re-establish expectations. In addition, staff members hold transition meetings with previous teachers to ensure any effective strategies and important information is passed on.

When leaving the school, the Family Liaison & Education Officer will ensure any relevant information is passed on to ensure a smooth transition.

27. Staff Training

As part of the induction process, our staff are provided with a copy of the school's behaviour policy and invited to visit the school to better understand the school's culture and ethos. Further training about the school's behaviour policy is provided at least annually for all staff; follow up sessions in termly team meetings are used to address arising issues and ensure consistency. A log of all training is kept by the headteacher. In addition to this, the following training is also scheduled to meet the needs of the school:

- Zones of Regulation
- Meeting specific needs of pupils with SEND, such as ASD or ADHD
- How mental health needs can impact behaviour
- Positive Handling

28. Monitoring and evaluating behaviour

The school will collect data on the following and this will be reported termly to staff as part of the school improvement process and to governors for information as part of the headteacher report:

- Behavioural incidents; yellow/red cards, bullying, racism or other hate incidents
- Attendance, suspensions (fixed term and internal) and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)
- The school will monitor the protected characteristics 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 them.

The data will be evaluated by senior leaders and inform the school development plan to ensure that adaptations are made resulting in high standards of behaviour.

29. 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 the findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

The written statement of behaviour principles will be reviewed and approved by the Full Governing Body annually.

Appendix: Electronic copies of the policy can be found on the school website.

Prompts

- a. The Stanbridge Way & The Stanbridge Rules Poster
- b. The Stanbridge Top Five prompt
- c. Catch them being good prompt

Record Forms

- d. Incident Record
- e. Meeting & Conversation Record
- f. Behaviour Response Form (Yellow/Red card)
- g. Bullying Record
- h. Serious (Hate/Racist) Incident Record
- i. Internal Suspension Form

Pupil Support Strategies

- j. Personal Support Plan
- k. Positive Handling Plan & Risk Assessment
- l. Positive Handling Incident Log
- m. Pupil Reflection Prompt 1
- n. Pupil Reflection Prompt 2
- o. Pupil Tracker
- p. ABC Form

The Stanbridge Way

a.



Be Kind

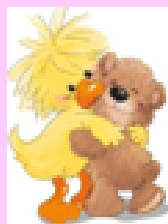


Work Hard



Believe in Yourself

The Stanbridge Rules



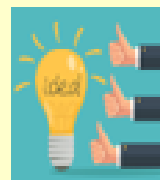
We are gentle and care for each other.



We respect each other and welcome visitors to our school.



We are proud to be part of Stanbridge.



We are ready for learning.



We respect our school environment.



The Stanbridge Top 5

1. Building positive relationships

- Know your pupils. What are their strengths and challenges? What/who do they like? What are their hobbies? RELATIONSHIPS ARE EVERYTHING!

2. Setting expectations

- Set your expectations high. They will rise to it!

3. Creating a positive environment

- A tidy and welcoming learning environment can have an immense impact on positive behaviour management.
- Rotas help promote a sense of responsibility and pride within the classroom; routines and habits are crucial.

4. Managing behaviour positively

- Praise and encouragement are powerful motivators; use rewards not just 'moans and groans'
- Be firm, be fair, be consistent.
- Address the misdemeanour, not the character of the pupil.
- Deal with inappropriate behaviour swiftly and calmly; do not let it interrupt the flow of your lesson or children working. Sometimes a firm stare is enough.
- If you find a child or certain situations challenging, think out possible strategies or responses to fall back on. *If* a situation arises you will be prepared and be able to be calm and confident.

5. Promote a positive learning attitude

- You are their role model. Pupils respond better to confident, knowledgeable teachers who care enough about them to prepare good, interesting lessons and who give regular, positive and constructive feedback.
- Create a 'can do' attitude. Teach the children resilience and how to overcome problems by finding solutions. How could we approach this task? Which resources might help? MyTurn/Together/YourTurn
- Use positive language – *'Well done for walking' rather than 'Don't run!'*



CATCH THEM BEING GOOD

Find opportunities to praise your children; make them feel good about themselves on a regular basis

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Being kind ▪ Coming into the room quietly ▪ Showing enthusiasm ▪ Carrying out a classroom job responsibly ▪ Offering help without being asked ▪ Staying on task ▪ Telling the truth ▪ Rising to a new challenge ▪ Behaving courteously towards visitors ▪ Doing extra research outside school ▪ Taking part in school clubs and events ▪ Showing a positive attitude ▪ Making their best effort ▪ Taking part in activities in the wider community ▪ Taking part in a group activity ▪ Showing creativity ▪ Keeping busy when work is finished ▪ Taking turns ▪ Working co-operatively ▪ Being a good friend ▪ Being punctual ▪ Getting on well with what they should be doing ▪ Being a good active listener in circle time ▪ Making a smooth transition between activities ▪ Working hard at something ▪ Sharing school or home experiences with others | <ul style="list-style-type: none"> ▪ Following directions ▪ Showing good manners ▪ Listening carefully ▪ Helping someone ▪ Bringing all the things they need for school ▪ Handing in homework on time ▪ Being a good audience at a performance ▪ Settling to work quickly ▪ Asking questions when they are not sure what to do ▪ Being calm in a difficult situation ▪ Taking part in a class discussion ▪ Walking sensibly ▪ Taking part in a challenge/performance ▪ Putting resources away without being asked ▪ Making a new friend ▪ Sharing ▪ Being sensitive towards others feelings ▪ Befriending a new class member ▪ Learning a new skill ▪ Helping a younger/less able person ▪ Using resources appropriately ▪ Returning borrowed books/equipment ▪ Helping to solve a problem ▪ Respecting other peoples' views ▪ Returning school letters on time |
|--|--|

d.

Stanbridge Lower School



INCIDENT REPORT

Date of report:	Date of incident:
Pupils Involved/Classes:	
Staff involved/witness to incident:	Incident reported by:
Description of incident	
Actions:	
Copied to:	

e.

Stanbridge Lower School



MEETING OR CONVERSATION RECORD

Date:	Time:
Meeting lead and minuted by:	Meeting attended by:
Concern/Subject of meeting:	
Copied to:	



BEHAVIOUR RESPONSE RECORD

Pupil Name:	Pupil's Class:
Date of incident:	Time of incident:
Others Involved:	Adult dealing with the incident:
Yellow Card	Red Card (* denotes informing SLT immediately)
<input type="radio"/> Irritating others <input type="radio"/> Talking in class <input type="radio"/> Incompletion of tasks (through lack of attention and effort) <input type="radio"/> Minor misdemeanor impacting on learning; eg frequently getting out of seat <input type="radio"/> Running inside the school building <input type="radio"/> Other: _____	<input type="radio"/> Racism <input type="radio"/> Vandalism <input type="radio"/> Stealing <input type="radio"/> Misuse of technology <input type="radio"/> Arrogance or continued defiance -Answering back -Task refusal <input type="radio"/> Swearing <input type="radio"/> Other: _____ <hr style="border-top: 1px dashed black;"/> <input type="radio"/> Physical, Violent or Disruptive Behaviour* <input type="radio"/> Verbal attack* <input type="radio"/> Bullying* <input type="radio"/> Walking out of class *
Brief Account and Outcome:	
Action Taken: <input type="radio"/> Loss of Breaktime play <input type="radio"/> Loss of Lunchtime play <input type="radio"/> Other: _____	<input type="radio"/> Parents notified <input type="radio"/> Parents involved <input type="radio"/> Headteacher involved <input type="radio"/> Other: _____
Signed:	Copied to:



BULLYING INCIDENT RECORD

Date:	Victim:	Gender:	Ethnicity:	Class:
Time:				
Location:	Perpetrator:	Gender:	Ethnicity:	Class:

Incident Details:

--

Type of bullying observed or reported (Please tick those that apply):		Method of bullying:	
Prejudiced based		Physical aggression	
Appearance		Verbal	
Perceived income		Non verbal	
Disability/SEN/Ability		Indirect	
Health		Cyber	

Action Taken (including sanctions):

--

Please inform both sets of parents/carers and class teachers

Dealt with by:	Parents informed by:
Date:	Date:

Follow up: (Inc. any restorative work)

--

Copied to:



SERIOUS (HATE/RACIST) INCIDENT RECORD

Date:	Victim:	Ethnicity:	Gender:	Class:
Time:				
Location:	Perpetrator:	Ethnicity:	Gender:	Class
Incident Details:				
Action Taken (including consequences):				
<i>Please inform both sets of parents/carers and class teachers</i>				
Dealt with by:		Parents informed by:		
Date:		Date:		
Follow up: (Inc. any restorative work)				
Copied to:				

i.

Stanbridge Lower School

NOTIFICATION OF AN INTERNAL SCHOOL SUSPENSION

School:		Year Group:	
Surname:		D.O.B:	
Forenames:		Teacher/Class:	

Is this pupil identified as having special educational needs?	Yes No
Please enter the SEN Code of Practice Stage here → (if applicable)	
Is this pupil about to take any public examinations?	Yes No

Date of Internal Exclusion:	Enter as dd /mm/yy here →	
Number of Days: If in over 5 days please identify below how provision is being provided below.		
Is this a lunchtime only exclusion?	Yes No	

Details:

Reason for Exclusion: Identify from the list below and enter here →			
1	Physical assault against pupil	7	Sexual misconduct
2	Physical assault against adult	8	Drug and alcohol related
3	Verbal abuse/threatening behaviour against pupil	9	Damage
4	Verbal abuse/threatening behaviour against adult	10	Theft
5	Bullying	11	Persistent disruptive behaviour
6	Racist abuse	12	Significant mis-use of technology
13	Other (that is not covered by this list). Please state:		

Details of any previous Exclusions:	
Date of Exclusion:	Number of days:
Total number of days excluded this school year:	

Agencies involved (Please tick)			
Education Psychology Service		Police	
Education Welfare Service		Social Services Department	
Family Consultation Clinic (CAMH)		Travellers Education Support Service	
Learning Support Service		Youth Offending Team	
If other please state:			

Signed: **Designation:** **Date:**

- Any internal suspension paperwork should be copied to the headteacher, class teacher and SENCo
- A copy should also be passed to admin to log onto Integris and filed in the child's personnel record folder.

j.

Stanbridge Lower School
PASTORAL SUPPORT PLAN



Name:	Class/Teacher:		Date of Plan:	Date of Review:
Objective	Outcome		Strategies	Review Fortnightly
	so that		▪	
	so that		▪	
	so that		▪	
Other points to consider or strategies to support:				
Pupil's signature Date:		Parent's signature Date:		Class teacher's signature Date:

k.

Stanbridge Lower School

Positive Handling Plan & Risk Assessment



Name:

Class:

DOB:

Teacher:

Other adults working with the child:

Identify triggers/behaviours/situations likely to result in positive handling:

Medical/SEND/Emotional conditions (to consider if constraint necessary):

Suggested Strategies to be used (where possible before positive handling)

Chill out time		Distraction		State alternatives/ choices consequences/limits		Praise partial compliance	
Give Space		Reassure/success reminder		Other staff intervene		Repeat request	
Talk Calmly		Give a count		Planned Ignoring		Remove stimulus	
Verbal Advice		Negotiation		Contingent touch		Humour	

Plan of action for positive handling if needed:

Hazard	Risk	Control

Preferred Handling Strategies to be used:

Loose Hold		Tight Hold	
Wrist Hold		Cupped Fist Hold	
Straight Hold		Clothing grip	
Standing/escorted		Seated	

De-briefing process following an incident: What care or follow up is provided?

Signed by child/parent:

Signed by teacher:

Signed by SENCo:

Signed by headteacher:

Date:

Date:

Date:

Date:



POSITIVE HANDLING INCIDENT LOG

Pupil's Name:	Person completing form:
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Details of Incident:			
Date:	Time:	Location:	Duration:

Other staff involved/witnessing incident:
--

Other pupil/s involved/witnessing incident:
--

Brief incident account including events leading up to the incident; who was involved, positive handling strategies used , duration of incident and pupil response :

De-Escalation Strategies used:

Chill out time		Distraction		State alternatives/ consequences		Praise partial compliance	
Give space		Reassure/success reminder		Other staff intervene		Repeat request	
Talk calmly		Give a count		Planned ignoring		Remove stimulus	
Verbal advice support		Negotiation		Contingent touch		Humour	

Handling Strategies used:

Loose Hold/escorting/guiding		Tight Hold/Restraint	
Wrist Hold		Cupped Fist Hold	
Straight Hold		Clothing grip	
Standing/escorted hold		Seated hold	

List of people to be informed (tick those informed):

☐ HEADTEACHER
 ☐ CLASS TEACHER
 ☐ PARENTS

Signature of staff involved:	Date:
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To be completed by Headteacher or senior leader
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Follow Up Action	After Care for Staff and child/ren

Signature of Headteacher/Deputy Head:	Date:
--	--------------



REFLECTION SHEET

Name: Class: Date:




The Stanbridge Way		
		
Be Kind	Work Hard	Believe in Yourself
The Stanbridge Rules		
We are gentle and care for each other.	We respect each other and welcome visitors to our school.	
We are proud to be part of Stanbridge.	We are ready for learning.	We respect our school environment.

You have made a choice which does not follow the Stanbridge Way and the Stanbridge Rules. This means you need to think about the following things:

What was I doing?	Why did I do this?
What was the result of my actions?	How do I feel about my actions now?
What will I do differently next time?	How can I put it right?



Name: **Class:** **Date:**

The Stanbridge Way		
		
Be Kind	Work Hard	Believe in Yourself
The Stanbridge Rules		
We are gentle and care for each other.		We respect each other and welcome visitors to our school.
We are proud to be part of Stanbridge.	We are ready for learning.	We respect our school environment.




You have made a choice which does not follow the Stanbridge Way and the Stanbridge Rules. This means you need to think about the following things:

What was I doing?	What happened because of my actions?
What will I do differently next time?	How can I make it better?



LEARNING TRACKER

Name: Class: Week beginning:

The Stanbridge Way		
		
Be Kind	Work Hard	Believe in Yourself



	Session 1	Break	Session 2	Lunch	Session 3	Session 4	Senior Leader comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Target 1:

.....

Target 2:

.....

This tracker is used to inform discussion around progress towards making good choices.

p.

FUNCTIONAL ANALYSIS OF BEHAVIOUR: ABC RECORD

PUPIL NAME:

CLASS:

Date/Time	Antecedent: what was happening just before the behaviour occurred – directions given, task, describe environment	Behaviour: describe the behaviour in observable terms	Consequence: what happened as a result of the behaviour – the response by teacher, other adults, students, etc.	Hypothesised Function: why the student engaged in the behaviour – i.e., for attention, to escape a task, to have control of the situation, self stimulatory, to get a tangible reward, etc.