



Behaviour Policy and Statement of Behaviour Principles

Name of School	Stanmore Primary School
Date of Policy Issue	February 2024
Date of Policy Review	February 2025
Name of Headteacher	Mrs Sharon Taylor

Mission Statement

We connect before we correct

We understand behaviour is communication

We are curious in order to understand

We will co-regulate to help children regulate

We recognise flight, fight and freeze response

We believe that relationships buffer stress and build resilience

All of us need one another always

Resilience means we see you, we hear you, we are with you

Everyone belongs, everyone matters

1. Aims

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are **praised publicly** and **reminded in private**.

The school has 5 simple rules '**Be Safe, Be Ready, Be Respectful, Be Your Best, Be Here**' which can be applied to a variety of situations and are taught and modelled explicitly.

Please note we respect the privacy of each child and will not disclose the specific consequences or details of incidents involving other children to parents.

This policy aims to:

- Provide a **consistent approach** to building relationships that enable positive behaviour for all
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to building relationships that enable positive behaviour.
- Outline our relational and restorative approaches to supporting behaviour.

2. Purpose

- To encourage children to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To teach children the skills to able to recognise, understand and regulate their emotions.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging- feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To strive for our children to be intrinsically motivated to do the right thing because it is the right thing to do.
- Gaining a sense of pride through positive relationships and experiences as part of the ethos of our school.
- Being able to show empathy and understanding to others is core to our ethos.

3. Legislation and Statutory Requirements

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

- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

4. Definitions

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft

- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

“**Challenging behaviour**” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

5. Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. It is a purposeful and repeated action which causes distress.

Bullying can take different forms and may include:

- Verbal bullying: name calling, use of threatening or provocative language, including use of prejudicial language, teasing, etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual
- Physical bullying: hitting, kicking, grabbing an individual; taking or hiding another’s property, etc.
- Cyber bullying – bullying via mobile phone or online (e.g. email, social networks and instant messenger)

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

6. Roles and Responsibilities

This policy aims to:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

The Governing board

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

The Governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

All Staff must:

- Take time to welcome students at the start of the day
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to the rules

The Headteacher and Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in supporting students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO is responsible for:

- Collaborating with the governing body and headteacher as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant members of staff informed of any behavioural changes

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, issuing consequences to pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour inside school, during break times and out in the wider community, including in online spaces
- Reporting any unacceptable behaviour to a member of staff.
- Handing in a mobile device to their class teacher at the beginning of the school day.

Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school.

8. Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will use a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues. The school aims to promote resilience as part of a whole-school approach, using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Adult Strategies to Develop Excellent Behaviour

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Head teacher Merits and Housepoints are used in each class to celebrate the children showing positive behaviour linked to the School Values: Belonging excellence support and trust and our Keys for Success: Respect, resilience, persistence, organisation, confidence and co-operation.

8.1 Responding to unacceptable behaviour

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice (slow, low, low)
- Using simple, direct language. Language supported with visuals, silent signals and Makaton.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Positive language scripts
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your learning"

See Appendix 3 - Stepped Approach

See Appendix 4 - Responses to Behaviour

Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent-behaviour consequence - communication (ABCC) analysis to determine appropriate support. This involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.
- Communication (C): The communicative function of the behaviour.

Using the ABCC analysis, staff are able to identify when the behaviour is likely to occur including potential triggers, what the behaviour may be communicating and support and adaptations needed to minimise consequences and disruption.

When conducting the ABCC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

See Appendix 5 ABCC Chart

Consequences

Consequences should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Consequences need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Consequences are outlined in Appendix 3 and 4.

Whilst we see exclusion as a last resort and it will be used in response to serious or persistent breaches of this policy. The Headteacher will make the initial decision on the type of exclusion based on the severity of the breach in line with the school's Exclusion Policy. Sanctions under this policy include:

- Internal exclusion
- Fixed Short Term Suspension
- Fixed Long Term Suspension
- Permanent Exclusion

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.3 Malicious allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8.4 Physical Intervention

There are times when children's behaviour presents particular challenges that may require restrictive physical intervention. Our physical intervention policy sets out our expectations for the use of such intervention. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.5 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

9 Pupil support

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

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

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

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

10. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on attachment and trauma and understanding behaviour as a communication

This will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Physical Intervention Policy
- Exclusions policy
- Safeguarding policy
- SEND Policy

Appendix 1: Written Statement of Behaviour Principles

Our behaviour principles stem directly from our school values:

- Belonging - At our school, everyone is welcomed every day as a valued member of an inclusive community, where everyone feels safe, secure and happy.
- Excellence - We set no limits on what can be learned or who is able to learn.
- Support - We celebrate achievements and help people when they need support.
- Trust - Our children develop a sense of trust in themselves to make positive choices and positive contributions.

Specifically:

- Good behaviour is not automatically learned but needs to be taught and supported by all adults through a consistent approach
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Staff and volunteers set an excellent example to pupils at all times
- All pupils, staff and visitors are free from any form of discrimination
- Our relational and restorative approaches and reasonable force are used consistently, by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The exclusions policy explains that exclusions and suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions

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

This written statement of behaviour principles is reviewed and approved by the full Governing body every two years.

Appendix 2: School Rules and Keys for Success



Keys to Success:

- Resilience
- Persistence
- Organisation
- Co-operation
- Confidence
- Respect

Appendix 3: Our Stepped Approach

Remember – **‘Connect before we correct’** Gentle Approach, Remove Emotion, use child’s name, child level, eye contact, deliver message

1	Reminder	I noticed you chose to [noticed behaviour],	This is a REMINDER that we need to be [insert school rule]	please remember to [better choice], thank you.
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Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Walking - Thank you.’

2	2 nd Reminder	I noticed you chose to continue to [noticed behaviour],	This is the second time I have spoken to you so your consequence is that we will need to speak about this at [time]	I know you can make the right choice to [better choice] and avoid [consequence]. Thank you.
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Example - ‘I have noticed you are not ready to do your learning. You are breaking the school rule of being ready. I’ve already had to remind you, so you have chosen to speak with me about this at break. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’

3	Calming Time	I noticed you chose to continue to [noticed behaviour]	You now have two choices, 1 – Go to [your agreed location] 2 – Go to [other location]	I will come and speak to you in a few minutes. Thank you for listening.
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Example - ‘I have noticed you have continued to talk and not show respect, you now have two choices, you can go to your workstation, or to the book corner, I will come and speak to you in a few minutes. Thank you for listening.’

4	Restore	<ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? 6. What should we do to put things right? 7. How can we do things differently? 		
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A suitable natural consequence should always follow when making things right. Pupils will be supported by attuned adults to reflect and restore by following the agreed collaborative plan.

*Remember it’s not the severity of the Consequence, it’s the certainty that this follow up will take place that is important.

Appendix 4: Responses to Behaviour

	Example Behaviour	Example Consequence & Restorative Actions		
Level 0 – Affects learning / self-presentation / uniform	<ul style="list-style-type: none"> Not Ready – Incorrect Kit/Uniform which means that they are unable to take part in learning OR does not meet the standard required in-line with policy 	Initial Concerns <ul style="list-style-type: none"> Conversation with families to establish reason(s) Reminder of expectations Agree date to be rectified How can we help? 	Repeated Concerns <ul style="list-style-type: none"> Conversation with families to establish reason(s) Refer to Inclusion Lead Log on CPOMS 	Ongoing Concerns <ul style="list-style-type: none"> Referral to DSL and HT - formal record kept Escalate to Level 1b Weekly monitoring Log on CPOMS

	Example Behaviour	Example Consequence & Restorative Actions		
Level 1 – Affects current learning / session / social time	<ul style="list-style-type: none"> Friendship / Social issues - Must be logged if repeated and affecting learning in the classroom. Isolated Low Level Disruption Defiance Failure to follow rules after a reminders Incomplete learning 	1a) Reminder then Warning <ul style="list-style-type: none"> Reminder Warning issued 	1b) Repeated Concerns (twice) <ul style="list-style-type: none"> Reflection time (usually 5 minutes) with adult(s) issuing behaviour reminder Reflection sheet completion or completion of learning missed. Log on CPOMS 	Ongoing Concerns (three time) <ul style="list-style-type: none"> Automatically escalated to Level 2a with all other instances treated like this until behaviour improves.

	Example Behaviour	Example Consequence & Restorative Actions		
Level 2 – Unacceptable Affects others and their learning / well-being / property	<ul style="list-style-type: none"> • Third Repeat of Behaviours at L1 • Boisterous Behaviour (Pushing) • Name calling • Breaking property through poor behaviour choices 	2a) First Occurrence Per Half Term <ul style="list-style-type: none"> • Reflection time (usually 10 minutes) with adult(s) issuing behaviour reminder - • Before break = break time • After break = lunch • After lunch = end of the day • Log on CPOMS 	2b) Second Occurrence Per HT <ul style="list-style-type: none"> • Reflection time (as 2a) then... • Meeting / phone call with parents. • Identify ABCC, explain behaviours and what is causing them • Is this a sign of something else? • How can we work together? • Log on CPOMS 	2c) Third Occurrence Per HT <ul style="list-style-type: none"> • Reflection time (as 2a) then... • Follow up with parents • Consider placing child on Code of Conduct behaviour in school – the length is at the discretion of the Headteacher but usually lasts 2 weeks. • Log on CPOMS

	Example Behaviour	Example Consequence & Restorative Actions		
Level 3 – Seriously Unacceptable Unacceptable Public Behaviours / Repeated Behavioural Incidents / Single Severe Incident	<ul style="list-style-type: none"> • Bullying (as agreed by HT) • Swearing • All Purposeful Physical Incidents (check L4) • Breaking property with intent • Racism, Homophobia, Derogatory Language 	3a) First Occurrence Per Half Term <ul style="list-style-type: none"> • Internal Exclusion – Full / Half Day • Meeting / phone call with parents. • Identify ABCC, explain behaviours and what is causing them • Is this a sign of something else? • How can we work together? • Log on CPOMS 	3b) Second Occurrence Per HT <ul style="list-style-type: none"> • As 3a • Consider placing child on report card to support behaviour in school – the length is at the discretion of the Headteacher but usually lasts 2 weeks. • Consideration for Fixed-Term Exclusion 	3c) Third Occurrence Per HT <ul style="list-style-type: none"> • Escalate to 4a

	Example Behaviour	Example Consequence & Restorative Actions		
Level 4 – Challenging Equivalent to Criminal Offences / Constant Disruption Log on CPOMS	<ul style="list-style-type: none"> Any incident which poses a risk to other pupils or members of staff Breaches in the law Persistent and severe bullying Physical Assault Verbal / Physical Abuse Constant Disruption A single serious and major incident 	4a) First Occurrence Per Academic Year <ul style="list-style-type: none"> Consider referral to Primary Behaviour Support (Keppel Centre) Fixed-Term Suspension Individual Behaviour Support Plan 	4b) Second Occurrence Per Academic Year <ul style="list-style-type: none"> Referral to Primary Behaviour Support (Keppell Centre) Fixed-Term Suspension until multi-agency approach established. Individual Behaviour Support Plan 	4c) Third Occurrence Per Academic Year <ul style="list-style-type: none"> Consult exclusion policy

Appendix 5: ABCC Analysis

Date / Time	A Antecedents	B Behaviour	C Consequences	D Communication
	What was happening before the behaviour occurred?	How child behaved	The positive or negative consequences of the behaviour	What is the behaviour communicating? <i>Imagine inner voice of child. What would they be saying?</i>
				Frustration <ul style="list-style-type: none"> • I cannot do something • I do not understand what is being asked of me • I cannot make myself understood • What you are asking of me makes no sense (ASC) Fear <ul style="list-style-type: none"> • I am frightened of something • I am frightened of being in unfamiliar surroundings Sensory <ul style="list-style-type: none"> • I am overwhelmed by a sight, sound or smell Boredom <ul style="list-style-type: none"> • I have had enough of a particular game / activity/food/situation Anxiety <ul style="list-style-type: none"> • I am hyper vigilant and perceived threat will trigger fight or flight response • I don't feel safe • I cannot trust adults and will sabotage to be in control • I have learnt to have my needs met by behaving in this way Other
	Reparation (impact on adult / opportunity for child to resolve and move on)			
	Review			

Appendix 6: Code of Conduct

Stanmore Primary School



Name:

Date:

Follow the **keys for success**:

Confidence

Persistence

Resilience

Co-operation

Organisation

Respect

Be the best that you can be:

Be Safe

Be Ready

Be your Best

Be Respectful

Be Here

I need help to:

-

Signed: _____

Pupil

Signed: _____

Parent:

Signed: _____

Class teacher

Signed _____

Headteacher

Appendix 7: Report Card

Name:	Be Safe	Be Ready	Be Your Best	Be Respectful	Be Here	Comments
Step 1						
Step 2						
Step 3						
Step 4						
Step 5						
Step 6						
Step 7						
Step 8						

Please can the responsible adult initial the card under the appropriate heading

Step 1 – reminded of the rule

Step 2 – expected to miss 5 minutes of a break time or if it is during the last session of the day then excluded from the class for 5 minutes

Step 3 – expected to miss a break time or 15 minutes of lunch

Step 4 – expected to spend a lunch break reflecting on their behaviour

Step 5 – expected to miss all break times and lunchtime for one day

Step 6- excluded from the classroom for one day and sent to work in a different class

Step 7 - parents requested to have a meeting in school to discuss the behaviour with Mrs Taylor

Step 8 – Parents requested to have a meeting in school to discuss the behaviour with Mrs Taylor and the chair of Governors or her representative.

Date started:

Date signed off:

Parent _____

Name: _____

Headteacher _____

Name: _____

