

Behaviour Policy

Date of Policy:	September 2025
Review Due:	Autumn Term 2026

Rationale of policy:

Our school values of respect, responsibility, excellence, community and determination underpin all aspects of school life at Stratford Manor. The purpose of this policy is to enable everyone in the school community to work together in a supportive way and ensure a consistent approach by providing a framework for supporting our ethos at Stratford Manor. It aims to promote a positive learning environment in which everyone feels happy, safe and secure.

This policy is in line with current Department for Education guidance [Behaviour in Schools - Advice for Headteachers and School Staff](#).

This policy and our school values:

DETERMINATION – Stratford Manor pupils always try their best and never give up.

"I persevere when I am faced with challenges. I do my best to achieve excellence."

RESPONSIBILITY – Stratford Manor pupils take responsibility for their own actions and show responsibility in looking after the wider community.

"I think about my actions and I take responsibility for all that I do. I am responsible for looking after myself all around me"

RESPECT – Stratford Manor pupils respect each other and celebrate diversity.

"I treat others the same way I want to be treated. I appreciate that each of us is different"

COMMUNITY – Stratford Manor pupils are caring, sharing and friendly and are part of a team

"I take care of myself, others, my school and the environment around me."

EXCELLENCE – Stratford Manor pupils strive for the best in all that they do.

"I will try my hardest in everything that I do."

Roles and Responsibilities of this policy

The Senior Leadership Team is responsible for the effective implementation of this policy.

All staff are key stakeholders in the policy and contribute to its effectiveness by ensuring that the policy is fully embedded in the culture of the school.

This policy is reviewed annually (or earlier if required) and is ratified by the Governing Board.

Behaviour lead - Petra Collins Deputy Headteacher

Behaviour support - Dacia Crnogorac Learning Mentor and ELSA

Policy Aims

Our Behaviour policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school;
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued;

- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour;
- Have a consistent and fair approach to behaviour throughout the school with cooperation from children and the positive involvement of parents/carers;
- Create clear boundaries of acceptable behaviour and ensure safety;
- Raise awareness about appropriate and inappropriate behaviour;
- Help children, staff and parents/carers to have a shared sense of direction and a feeling of common purpose;
- Eliminate bureaucratic procedures which often get in the way of solving the problem.

Statement of Intent:

This policy has been written for the staff/children/governors/parents of Stratford Manor Primary School and any other stakeholders who contribute to the Behaviour Policy. It is expected that staff and children will adhere to the expectations set out in order that the Behaviour criteria is met.

1. What we believe about a child's behaviour:

Children need to feel valued. It is when a child has good self-esteem that he or she learns best. Our behaviour and discipline philosophy recognises this and we aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children.

We believe children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.

Most children are responsible for their own choice of behaviour.

We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing positive behaviour.

When children behave inappropriately we reject children's behaviour, not the children themselves.

When children are given clear expectations and consistent rewards and consequences, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

Children have the right to:

- Be treated fairly and equally
- Have teachers and other staff who will provide them with consistent POSITIVE encouragement to motivate them to behave
- Know what behaviours will help them to succeed in the school

Teachers and staff have the right and responsibility to:

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Teach the pupils to follow these rules in school
- Ask for support from the parents concerning their child's behaviour
- Ask for support from the school's Behaviour and Pastoral team & Senior Leadership Team to help them deal with more challenging pupils.

How we ensure that these principles are met:

The spine of our policy is our School Values. The values outline the behaviour that we expect from our children and define the rewards and consequences that will be used. It is essential that the values be regularly taught to children. Children need to see the values being used consistently and fairly.

Our curriculum promotes our school values and enables them to be taught to the children in a wide range of contexts.

We teach our children the Zones of Regulation and use this to support their emotional regulation.

Pupils who have challenges with their behaviour will be provided with a Personal Achievement Plan which is drafted in consultation with the child, teacher, support staff and parents. These are regularly reviewed by the school's behaviour lead.

2. Promoting positive relationships:

At Stratford Manor, effective relationships underpin everything we do. Relationships are built on respect, care, compassion, trust and integrity. All staff and pupils have high expectations of behaviour and it is an expectation and understanding that staff will be role models for children. Adults help all children to understand and maintain our school values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

Relationships can be challenging at times, but, as a school community, we aim to enable staff, children and their families to resolve their own conflicts restoratively.

We will:

- Think about what we say and how we say it;
- Help each other to understand the impact of actions and words, and to take responsibility when mistakes are made;
- Be non-judgemental - we separate the behaviour from the child;
- Celebrate our differences; respecting and appreciating everyone as a unique individual and a part of our school community.

Our aim is to build a strong sense of community throughout the school and ensure that everyone feels a sense of belonging. Building strong relationships across the school community is a fundamental part of our ethos and something that we value highly at Stratford Manor.

3. Promoting positive behaviour through the Stratford Manor values and school rules:

Our school behaviour is underpinned by our 5 key school rules:

- o **We are respectful.**

Be polite, listen to others and take care of property

- o **We are kind.**

Think carefully about other people's feelings.

- o **We are responsible.**

Be sensible and take responsibility for your actions.

- o **We are truthful.**

Being honest helps you to earn respect from others.

- o **We are the best we can be**

Do your best in everything that you do.

Each class will display a set of classroom rules in a prominent place and all children are reintroduced to the school rules at the beginning of the year. A set of rules will be sent home to parents to reinforce the expectations at school.

When children join the school, the school rules will be shared with them and their parents as part of the admission process.

Every classroom has a school rules poster which should be referred to frequently when praising positive behaviours and when addressing poor behaviour choices. Children must be spoken to using positive language which encourages appropriate behaviour and reinforces it. The language used should allow children to take responsibility for their behaviour by referring to choices.

Regular dissemination of behaviour expectations will be given through assemblies, staff bulletins and parent newsletters, linked to the school's rules and core values.

- We discourage inappropriate behaviour by promoting mutual respect;
- We encourage children to take responsibility for their own actions and behaviour;
- We lead by example;
- We praise and reward good behaviour both privately and publicly;
- We believe in the importance of calm discussion and acknowledge that encouragement is usually more effective than threats/warnings.

4. Expectations at Stratford Manor:

At Stratford Manor we have high expectations of behaviour and personal conduct.

We expect children to:

- Respect each other and show respect for all adults;
- Attend school every day, on time and be ready to learn;
- Cooperate with other children and adults;
- Have good manners;
- Follow the Stratford Manor rules at all times;
- Tell an adult if they have a problem;
- Promote the good reputation of the school in the community;
- Take responsibility for their actions.

We expect staff to:

- Provide positive role models at all times – in respect and in learning behaviours;
- Create a culture of respect for all people, and promote positive behaviour;
- Respect children and listen to their views without discrimination;
- Implement the school's rules, rewards and consequences fairly and consistently as detailed in this and other related policies;
- Raise all children's self-esteem and self-respect, develop their full potential, celebrating their efforts and achievements;
- Encourage self-motivation and independence;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe, pleasant and well-organised environment in the classroom and elsewhere, both physically and emotionally;
- Enable Zones of Regulation check-ins to identify children who may need support to regulate their emotions;
- Form a positive relationship with parents/carers so that all children can see that the key adults in their lives share a common aim;
- Recognise that children are individuals and be aware of their needs.
- Take responsibility for implementing the school's rules and the classroom codes of conduct.

As adults walk around the school, and at lunch and play times they need to do the following:

- All adults always check on reasons for children being inside school at play/lunch times
- Always deal with inappropriate behaviour – never walk past
- Discuss inappropriate behaviour with children - remind them of their obligations
- If children run – always send them back to try again

- If children are talking to others in a disrespectful way - always intervene and model appropriate language.
- Positively reinforce good behaviour (smiles for cooperative play, descriptive praise)
- Inform class teachers of any inappropriate behaviour you had to deal with.

We expect parents/carers to:

- Show respect for all members of the school community;
- Be aware of the school rules, which are displayed in the classrooms. Then at home, discuss these with their child;
- Ensure children attend regularly and punctually;
- Support their child's learning, and cooperate with the school;
- Support any actions taken/consequences given to their child. If parents/carers have any concerns about the way that their child has been treated, they should contact the school immediately;
- Support their child in learning to resolve difficulties in a positive manner.

We expect governors to:

- Promote and monitor the implementation of this policy;
- Promote whole school adherence to the practices within this policy;
- Ensure equality of delivery to individuals and groups through monitoring exclusions.

5. How we celebrate positive behaviour:

At Stratford Manor, we use a digital rewards system where children earn individual Dojo points for displaying positive behaviour, both for their conduct and learning achievements. The class dojos accumulate points in order to 'unlock' children's on-screen avatar so that the children can design their Class Dojo 'monster'. Certificates are awarded when children reach specific dojo milestones. Dojos are reset weekly or half-termly depending on the age of the children, to give them a chance to start again with a 'clean slate' and 'level playing field'.

Children can also earn House points for their House, through their positive behaviour. All children are in one of 5 Houses: Respect, Determination, Responsibility, Excellence and Community. This fosters our value of community, where children learn that they are part of a wider group and that their positive behaviour can benefit the common good. The House with the most points at the end of each half-term earns a reward.

In addition to the Class Dojo and House point systems, we:

- Issue stickers to acknowledge positive learning behaviours and exemplifying the school values;
- Ask teachers to award a postcard each week to the star of the week from their class;
- Celebrate class attendance through a trophy (KS2) and Attendasaurs dinosaur (EYFS & KS1) awarded in assembly;

- Invite nominated children to lunch with the Headteacher;
- Organise weekly achievement assemblies where children are awarded Star of the Week Awards and the Lunch with Ms McGee invitations are shared; the TT Rockstars top ten highest scorers and most improved are also celebrated;
- Publish all of the award winners and league tables in our weekly newsletter;
- Award lining up points at the end of playtime and lunchtime;
- Give weekly 'Golden time' to reward children for their learning all week;
- Keep parents and carers informed of achievements through class certificates and well done phone calls/messages to parents/carers when appropriate;

6. How we deal with negative/inappropriate behaviour:

When children display negative learning behaviours and are not following their responsibilities they are given a consequence to enable them to reflect on their choices and adjust their behaviour accordingly:

1. Remind the child/children of the expected behaviour referencing the School Rules.
2. Verbal warning (re-state the expected behaviour the warning is related to)
3. Time out in class (time to reflect and reset in calm space)
4. Time out in another class/space (time to reflect and reset in calm space away from peers)
5. Senior Leader involvement

The stages are fluid and the focus is always on getting children back on track.

- **If children reach the 'Time out of class' stage, they are sent to a time out in another class.**

It is clearly explained to the child why they are at this stage and what rule(s) they have ignored.

Time out should last no more than 10 minutes.

- All time outs out of class are logged electronically and this is monitored by the Learning Mentor and Behaviour lead who follow up with the child and class teacher.
- Parents are informed on the day if a child is sent for time out of class.
- All children start every day with a clean slate.

We respond quickly and systematically to all negative behaviour; we have a Behaviour Lead and Learning Mentor who focus on behaviour support and staff may make referrals to the behaviour team if they have concerns about a child. The Senior Leadership Team have an overview of the children with challenging behaviour and work alongside staff in meetings with children and their parents/carers.

We inform parents/carers of persistent negative behaviour and may write an Personal Achievement Plan, in partnership with staff and parents/carers, that has clear targets and details the support we will provide. If we have concerns about a child, who is

displaying serious/challenging behaviours, we may refer to the Behaviour Support Service.

7. Removal, Suspension and Permanent Exclusion (Consequence for serious unacceptable behaviour):

The school adheres to the statutory DfE guidance ['Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' August 2024.](#)

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify their behaviour. We see removal, suspension and exclusion as a last resort and only to be used after other strategies detailed in this policy have been attempted. However, there are incidents or circumstances where it will be the only appropriate step. For example; in-line with the Local Authority's policy, there will be a minimum of a 5 day external suspension for bringing an offensive weapon to school.

Removal from class:

A removal means that a child will complete their set work either in another classroom or in an office with a member of the Senior Leadership Team for an agreed fixed period. This is separate to and a more significant sanction than a time-out in another class. The duration will be dependent on the circumstance and severity of the behaviour and the risk to safety or level of disruption caused. The work set may differ from the learning taking place in the classroom, but will be meaningful and relevant to the child. In most circumstances of removal the child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated removals from class could result in a suspension. Only the Headteacher or a DHT can decide to remove a child. A discussion will always be had with at least two members of the Senior Leadership team to form a decision.

Removal will only be used for the following reasons:

- A. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- B. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- C. to allow the pupil to regain calm in a safe space.

Parents/carers will be informed on the same day if their child has been removed from class. Children who have been removed from class will always be supported to reintegrate into class and have on-going pastoral support to improve their behaviour.

Suspension (external):

If an incident may be deemed serious enough to consider a fixed term suspension, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the suspension and the measures parents/carers can take in relation to them. It is expected that the child remains supervised at home for the duration of the suspension and completes any given work there. The letter, which is issued when a child is suspended, explains clearly the parental responsibility that a child should not be in a public place during the period of the suspension. The school will provide work for the length of the suspension. It is expected that this is returned to the school completed.

On return to school, the parents/carers and child will meet with a member of the Leadership Team at a reintegration meeting to discuss future actions to ensure the behaviour does not reoccur. Once they return they are given a fresh start. The child will be supported by the behaviour lead and learning mentor to transition back to class.

8. Pastoral Support Plans (PSP):

On very rare occasions it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour or persistent poor behaviour being displayed. In this circumstance, the school will put a PSP into place in order to support the child and try to prevent the behaviour reoccurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BSS) will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

9. Physical Intervention:

At Stratford Manor, our general principle is that the use of physical intervention (positive handling) should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation.

Under the Education Act 1996 (and in accordance with the DfE document: ['Use of reasonable force July 2013'](#)), all school 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 in the classroom

For further details please see our [Physical Intervention policy](#).

10. Health & Safety:

We will:

- Undertake a risk assessment of any children who display disruptive behaviour;
- Create a Positive Handling Plan for any child who requires positive handling;
- Train staff who may need to work with children who require positive handling;
- Ensure all staff are aware of the Physical Intervention policy and school approach to the positive handling of children.

11. Confiscating Items

Unapproved items brought into school by children such as sweets and electrical items may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom.

Mobile phones may be brought to school, but must be handed in to the school office and cannot be used inside the school premises.

In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them until further guidance is given.

The Headteacher can authorise a member of staff to undertake a search of possessions (such as a bag) without consent for items including stolen property; this search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- Mobile phones that have not been handed in;
- stolen items;
- vapes or e-cigarettes;
- 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).

- an article specified in regulations [‘The Schools \(Specification and Disposal of Articles\) Regulations 2012’](#):
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

We adhere to the DfE guidance [‘Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies’](#) (July 2022).

12. Incidents Outside of the School

In accordance with the information published by the Department for Education entitled, the school can sanction children for poor conduct outside of the school premises, including online conduct:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

Where staff are made aware of such incidents, they will be followed up in school with all children involved and parents informed. Any consequences will be reasonable and proportionate and in-line with the behaviour policy for in school incidents.

The school will deal with all non-criminal bad behaviour and bullying which occur anywhere off the school premises and which is witnessed by a staff member or reported to the school. The school in these circumstances will always inform the parents. Consequences will be decided by SLT and will be communicated to the child and their parents/carers.

13. Child-on-Child Abuse

Child-on-child abuse can manifest itself in many ways. This may include, but is not limited to:

- bullying (including cyber bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- on-line verbal abuse;

- gender-based abuse;
- verbal sexist abuse;
- unwanted, unthinking or coerced nude or semi-nude image sharing;
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element;
- or sexually harmful behaviour.

We do not tolerate any bullying, abuse or harmful behaviour in school and will take swift action to intervene where this occurs.

We use the PSHE curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

The school takes a zero tolerance to sexual harassment and will ensure that all incidents are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. This is detailed in our [Safeguarding and Child Protection](#) and our [Anti-bullying](#) policies.

Staff are proactive and vigilant in recognising when a child may be suffering abuse. They know to acknowledge how they feel and support them through the steps of reporting their abuse. We will provide support for both the victims and the perpetrators of child-on-child abuse.

14. Responding to Negative Behaviour from Pupils with SEND

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

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

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

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

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

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

We are also aware that a pupil displaying challenging behaviour may have unidentified SEND. The Inclusion Manager may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

15. Staff CPD

Training for all staff on promoting positive behaviour and our whole school approach will take place each year.

New staff will be taken through the behaviour policy and our whole school approach as part of their induction.

If there are children in a class with Personal Achievement Plans staff will be supported by the behaviour team, and where necessary outside agencies, to implement strategies to support those children.

Behaviour is monitored by the Behaviour lead and wider SLT and staff will be provided with support and additional CPD as required.

16. Resources:

- We have expert advice and training from agencies such as the local authority Behaviour Support Team, WINS and Newham CAMHs to ensure we are up-to-date with Local and National initiatives;
- We use the Jigsaw PSHE scheme of work and other resources including relevant children's books to deliver lessons and assemblies to whole school, classes or groups of children to learn about appropriate behaviour;
- We use experts and community groups such as the Gangs and Gang Violence Team and Community Police to deliver workshops to children.

History of this policy:

Sept 2025	Minor amendments
Sept 2024	Updated links to latest government guidance Removed all mention Individual Behaviour plans and replaced with Personal Achievement Plans Included reference to the school's use of Zones of Regulation to support emotional regulation Revised Section 5: How we celebrate positive behaviour to include current rewards and House points and Section 6: How we deal with negative/inappropriate behaviour to include a breakdown of the consequence stages. Revised Section 7: Removal, Suspension and Permanent Exclusion (Consequence for serious unacceptable behaviour) in-line with latest Government guidance issued Aug. 24 Named Behaviour lead and Behaviour support in Roles and Responsibilities section
Sept 2023	Revised Section 5: How we celebrate positive behaviour and Section 6: How we deal with negative/inappropriate behaviour. Revisions to appendix A: logging incidents and timeouts on safeguard and appendix I logging incidents
Nov 2022	Updated Sections 3, 5, 6, 7, 11 and 12 inline with 2022 Dfe guidance. Resources section renamed section 16 and MHST and Newham CAMHs added as a resource.

	Added Section 13 Child-on-Child Abuse, Section 14 Responding to Negative Behaviour from Pupils with SEND and Section 15 Staff CPD. Removed reference to behaviour care plans
March 2022	Removed mention of RIET from Sect. 7, updated appendix A logging behaviour incident and timeouts using the Google Forms.
Sept 2021	Revisions to policy: Rationale rewritten, added promoting positive relationships section, amended Sect. 3 and Sect. 6, added an appendix B - positive behaviour strategies, updated appendix C reasons to send children to the behaviour lead, Appendix J - new rules poster, updated the Coronavirus addendum in line with Dfe guidance.
Sept 2020	Revisions to policy: Change to named behaviour lead, added links to DfE guidance, Sect. 2 – removal of learning & playground plans, Sect. 4 - amended rewards, Sect. 5 - amended stages of the behaviour policy, amended appendices and added Coronavirus addendum
March 2019	Revisions to policy: Pg 4 - to include reference to individual behaviour plans P7 – Change of reference from ticks to class dojo points/names of certificate Section 8 – Physical intervention – change of documents referenced Additional appendix (I) included – reference sheet for MDAs
May 2018	No changes to policy
May 2017	Policy updated - ratified by governors
Autumn 2016	Full revision of previous policy

Appendices

Additional support & guidance for staff

- A Rewards and consequences
- B Positive Behaviour Management Strategies
- C Monitoring the behaviour of children
- D EYFS guidance
- E Key principles for SLT
- F Checklists for teachers
- G Playtime and lunchtime procedures
- H Confiscation of inappropriate items
- I Children with autism
- J School Rules Poster
- K Playground guidance for inappropriate behaviour

Appendix A

Rewards and consequences

Positive Reinforcement: Highlight good behaviour as much as possible.

At Stratford Manor, we use positive reinforcement in order to achieve a calm, safe and purposeful environment. We believe that children should be treated with respect. Our behaviour practice always considers the self-esteem of the child. It is important to think how you would feel if publicly reprimanded for all your mistakes! The 'victory' of an adult is NOT what we are after. Always ask yourself '**What is the best possible outcome for this situation?**' and then do your best to achieve it:

Using Rewards at Stratford Manor

All staff in the school are to use Class Dojos to reward good behaviour.

Exceptional effort or work may be rewarded by sending the child to a member of the SLT for a sticker.

Teachers will initially deal with disruptive behaviour by reminding the child of the classroom rules using closed questioning such as "What does trying our best look like on the carpet? Or by giving specific praise to those who are demonstrating positive learning behaviours, e.g "I can see _____ and _____ are sharing the resources well" If the behaviour persists the child will receive a warning. If the behaviour continues after that they will be asked to visit the time out area.

Stratford Manor's Agreed Rewards and Consequences

Rewards	Consequences
• Verbal praise • Dojo points • Sharing good work • Head teacher stickers • Certificates • Lunch with headteacher • Sharing good work with the SLT • Phone calls home to share positives • Awards assemblies • Events to celebrate exceptionally good behaviour	• Verbal reminders • Timeout in class • Timeout outside of class • Phone call home to parents • Loss of playtime • Time in for reflection • Unable to attend clubs after school for a set period of time • Time out of class with SLT

Assemblies

Once a week, children and staff celebrate good behaviour for learning and achievements in an achievement assembly lead by the Headboy and Headgirl. Children come to the front of the assembly to receive their certificates.

Playtimes

There is a selection of playtime games and equipment (basketball, skipping, target wall and the playground markings) in allocated areas at lunchtimes. This allows children to stay focused on structured play, and therefore reduce incidents of poor behaviour.

Adults must engage in play with children at all times unless otherwise directed.

Play leaders will support children to play well and ensure children are not left out.

Timeout

Teachers use a system of warnings and timeout

If a child in class does not follow the rules, he or she is given a reminder of the correct behaviour that we wish to see. If it continues they are given a verbal warning

If the child continues to not follow the rules they are given time out in a designated area of the classroom for approximately 5-10 minutes.

If the child makes poor behaviour choices again, the child is sent to timeout outside of class.

The next stage is involvement from the behaviour lead or another member of the SLT.

If there is an incident at play or lunchtime, the person on duty will inform SLT by logging the incident on Safeguard. The SLT will decide on an appropriate consequence and communicate this to all concerned. Parents will be informed of children who miss their play.

Time out at Playtimes and Lunchtimes

Adults may give a child a time out during morning play or lunchtime if they are not following the school rules in the playground.

At playtime, this will usually be a timeout stood next to the adult on duty or sat in a secluded area away from other children. If necessary, children can be brought into the building for timeout at playtime.

At Lunchtime, children will be asked to leave the playground and carry out a time out in the dining hall. During the time out they are supervised by a member of SLT and are given time to reflect on their choices.

For all play/lunch timeouts there is then a follow up, follow through meeting with someone from the Behaviour team.

Warnings are not carried over to the following day, so children can make a new start at the beginning of the next day. Significant incidents may lead to longer consequences.

If a child is sent for timeout in another class, then the time out must be logged on the Google form to make the SGT aware.

Appendix B

Positive Behaviour Management Strategies

Listed below are a range of strategies which are proven to have been effective in positive behaviour management.

- Positive Feedback - Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction - tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- Positive Repetition - when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't - praise the children who carry out the instruction.
- Non-verbal Cues - hands up, finger on the lips, the "look".
- Give take-up time - give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Redirection- repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore - ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity - move closer to a disruptive pupil.
- Distraction/Diversion - give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations - e.g. "When we go back into the classroom after break, I will give a point to those who go straight back to their task."
- Where/ What - "Where should you be?" (In my seat) What should you be doing? (My work).
- Choices - "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- Broken Record - Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- Private Reprimand - a quiet word rather than a public confrontation.
- Repair & Rebuild - as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Appendix C

Monitoring the behaviour of children

Should a child's behaviour be of special concern then the following should be done:

- The teacher should ask a member of the behaviour team to inform the parent of their concerns
- Parents may be invited in to talk to the teacher and/or the behaviour lead.

If behaviour does not improve:

- The child is put on a behaviour plan - targets are set and agreed upon with the Behaviour lead
- If behaviour does not improve the Head Teacher is notified to agree further actions.

Children displaying challenging behaviour

Some children need extra support for their behaviour and will be placed on behaviour support programmes and this will be closely monitored by SLT. Each child highlighted has a behaviour plan in place and all relevant people are informed of the plan. A record is made of their behaviour on a regular basis to assess the effectiveness of their plans. Behaviour plans are to be kept in the classroom so they are accessible to all staff.

Reasons for sending children to the Behaviour lead/SLT

- A physical fight where children have physically hurt each other
- Incidents of racism, sexism, homophobia or transphobia
- Discriminating against religion, faith and belief and or those without faith
- Discriminating against ethnicity, nationality or culture
- Discriminating against disability
- Incidents of bullying
- Swearing and using abusive language towards an adult
- A serious incident of defiance towards a member of staff
- Continuous disruptive behaviour
- Refusal to follow reasonable requests with implications for health and safety of the child and others e.g. leaving the school premises without permission
- Vandalism
- Theft
- Bringing a weapon on the premises
- Malicious allegations against staff
- Physical assault towards members of staff

Appendix D

TIME OUT in the Foundation Stage

Some guidelines:

With very young children, 'Time Out' should only be used in extreme circumstances.

The main aim of all staff should be to avoid getting to this point in the first place.

If all else has failed (distraction, diversion, broken record, take up time, praise & encouragement, modelling, 'when...then' etc.), then we advocate the following approach: 'Time Out' is taken by an adult's side, wherever they are at that time (inside or out).

An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and to tell them they need to stay with the adult until they are ready to join in again sensibly.

The child holds the adult's hand and stays by their side for a few minutes (corresponding to their age in years). There is no chatting. The child needs to know that they are missing out on an activity due to their behaviour. They are not having a 'cosy chat' with an adult, but being ignored.

Meanwhile, another adult comforts the 'victim' (if there is one). The adult consoles them and makes sure they are okay. The adult says 'I am sorry that_____ hurt you' (ensuring this child feels that sorry has been said).

Once the first child has finished their time, the adult has a quick word about 'playing nicely' and sends them off to join in again.

Do not insist on the first child saying sorry.

Adults should look for opportunities as soon as possible to 'catch' the first child doing the right thing and give them lots of praise for it.

Advantages of this approach:

- Staff do not find themselves involved in secondary battles trying to make children sit on a specific chair, etc.
- The 'victim' becomes the focus of attention and feels that things have been dealt with effectively.

Appendix E

Key Principles for Senior Leadership Team

- Ensure absolute clarity about the expected standard of pupils' behaviour
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are
- Have a system in place for ensuring that children never miss out on consequences or rewards
- Regularly evaluate systems and adapt as necessary

Leadership

- Model the behaviour you want to see from all adults working in the school.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day
- Check that the pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well maintained.

Staff

- Praise the good performance of staff
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy

Children

- Praise good behaviour
- Celebrate successes

Teaching

- Monitor the amount of praise, rewards and consequences given by individual staff
- Ensure that staff praise good behaviour and work
- Ensure that staff understand the special needs of pupils

Individual Pupils.

- Have clear plans for pupils struggling to follow behaviour expectations and ensure staff are aware of them
- Put in place suitable support for pupils with behavioural difficulties

Parents

- Build positive relationships with the parents of pupils with behavioural difficulties

Appendix F

Behaviour Checklist for Teachers

With respect to the Classroom

- Have the Classroom Rules prominently displayed in class, ensuring it has been understood by everyone in the class
- Rules to be shared at the first parental workshop and a copy sent home to for parents to share and discuss with their child
- Display rules in the classroom - and ensure that the pupils and staff know what they are
- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Have a system in place to follow through with the consequences
- Have a system in place to follow through with the rewards
- Have a visual timetable on the wall – where required
- Follow the school behaviour policy
- Clearly label a time out station in your classroom
- Teachers to have clear seating plans and line order

With respect to the Pupils

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs

With respect to Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class, as a school we are using the '3, 2,1 routine' and 'hand up' to stop
- Teach children the class routines

With respect to Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- Work to build purposeful partnerships with parents.

Appendix G

Playtime and Lunchtime Procedures

General procedures:

- Play with children in the playground, ensure MUGA is supervised by an adult.
- Play games with children.
- No standing and talking with others on duty
- At break-times ensure any sporting activity is supervised by the Sports Coach or sports leaders
- Staff outside to play games with children
- 1-1 support where possible to facilitate play with their child outside
- Take time to talk to children
- If a child falls over or is injured in any way they must be seen by a First Aider

Behaviour Procedures:

Good behaviour should be rewarded with positive praise. Dojo points can also be given for really good examples of positive behaviour in the playground.

Strategies for dealing with poor behaviour:

Give warnings about their behaviour and remind what they should be doing instead.

Children that persist in breaking the rules will be sent to time out in the dining hall. Here they will be supervised by a member of SLT.

Wet Play

The teacher on duty that day will notify you if there is going to be a wet playtime.

During wet playtimes ensure that all classrooms are monitored regularly and that children are doing focused and sensible activities. The teacher/s on duty that day will need to monitor between the classrooms.

If children do not follow the rules in their classrooms they should be warned calmly.

If a child/children continue to break the rules they should sit in the hall for 5 minutes.

Appendix H

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provision which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause 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.

Weapons and knives and extreme or child pornography must always be handed over to the police.

Appendix I

Children with Autism

At Stratford Manor we recognise that children with autism may need different behaviour management strategies to the mainstream population.

The aims of our behaviour management policy for children with autism are:

- That the children develop effective, developmentally appropriate strategies for managing their feelings
- That the children will achieve their potential in academic, social and behavioural achievement.

General Good Practice

At Stratford Manor we feel that challenging behaviours will mostly be a result of the following

- Frustration
- Sensory overload/pain
- Anxiety
- An ineffective communication or interaction strategy

We feel that whenever possible the cause of the challenging behaviour should be identified and addressed.

When a child is exhibiting a challenging behaviour we expect staff to take the following steps:

- Make the situation safe
- Pause and try to analyse why the child is exhibiting that behaviour
- Label what the child is feeling or doing at an appropriate level of language for that child
- Model a more appropriate way of managing the cause of the behaviour
- Log the behaviour following the agreed system for that child

Training and staff responsibility

Every member of staff is responsible for following the school Behaviour Policy.

The SLT are responsible for co-ordinating the Behaviour Policy and for ensuring that it is implemented consistently. The SLT and Inclusion manager will support all staff and pupils regarding this policy and use outside agencies where applicable.

Staff working directly with children with autism will receive additional training in managing challenging behaviour in pupils with an ASD diagnosis.



Appendix K

Inappropriate playground behaviour guidance

<i>Examples of times to offer a child a reflection period</i>
Saying inappropriate things to a pupil or adult
Playing rough games
Taking objects from others and not giving them back
Being unkind
Taking playground equipment off someone without permission

<i>Examples of times when a timeout will be given in the playground</i>
Hurting others by pushing, shoving and poking
Being rude to others including name calling
Shouting at someone, child or staff
Throwing objects at others or out of frustration
Mistreating school property
Entering the school building without permission

<i>Examples of times when a child will be sent for timeout out of the playground</i>
<i>Violent conduct e.g. punching, kicking, fighting</i>
<i>Swearing at another person</i>
<i>Shouting aggressively</i>
<i>Trying to strike another person with a piece of equipment</i>
<i>Deliberately attempting to destroy school property</i>
<i>Entering the building without permission after being reminded not to</i>
<i>Taking objects from others from the school or others with the intent to steal them</i>



Stratford Manor

Primary School & Nursery