

Behaviour Policy

Stakeford Primary School

2026-2027



Contents

1. Vision Statement.
2. Policy Rationale
3. Roles and Responsibilities
4. The Stakeford Way
5. Rewards and Awards
6. Sanctions
7. Red and Yellow Cards
8. Pupils With SEND
9. Prohibited Items
10. Mobile Phones/Technology
11. Conducting Searches
12. Monitoring and Review
13. Appendices

Our Vision Statement...

At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum, which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other.

We expect high standards of behaviour and encourage honesty, kindness and cooperation.

Policy Rationale

The school encourages the development of self-discipline, tolerance and respect for others through the fostering of each child's self-esteem and feeling of worth. A responsible attitude towards work and order within the school environment is developed, which enables children to become responsible citizens in their future life.

This policy aims to ensure:

- The development of children's self-esteem as a means of fostering self-discipline.
- A consistent approach by all adults working in school.
- The promotion of understanding and appreciation of the viewpoints of others.
- The involvement of children in the development and understanding of school rules.
- The promotion of respect, in children, of their own and other people's property.
- Children understand how their actions can affect others and have consequences which can be positive and negative.
- The school promotes safe practices.

Roles and Responsibilities

The staff member responsible for behaviour management is Mrs Hall.

Pupils

Our pupils have a right to expect:

- That school and home will work together in their best interests.
- They will be treated fairly, consistently and with consideration.
- Their opinions and ideas will be valued and appreciated.
- Adults in school will treat them with respect, take care of them and create a stimulating, effective learning environment.

Our pupils will be expected to:

- Arrive at school promptly and appropriately dressed;
- Come into the school/classroom in an orderly fashion, with the minimum of noise and fuss;
- Show consideration and respect for people, property and the environment.
- Work towards, and contribute to, a sharing, caring, trustworthy school community.
- Take responsibility for their own behaviour, and realise that this can reflect upon the safety of themselves and others.
- Take an active part in the learning process, ensuring that the tasks are completed to their own satisfaction and that of their teachers and parents.
- Work to the best of their abilities and so reach their full potential.
- All pupils will show respect and consideration for each other. (see Anti-bullying Policy).

Parents

Parents have a right to expect:

- That school and home will work together in their children's best interests.
- Their children will be treated fairly, consistently and with consideration.
- Their opinions and ideas will be valued and appreciated;
- Their concerns will be listened to and dealt with in a timely manner;
- Adults in school will make them welcome treat them with respect;

Staff

All school staff have a right to expect:

- They will be treated with respect;
- That they are able to carry out their role within school without disruption;
- They will be safe in the workplace;

All Staff will be expected to:

- Arrive at school promptly and appropriately dressed;
- Work within agreed school policies and procedures to promote and model positive behaviour;
- Adhere to the Local Authority's Code of Conduct for adults in school;
- Maintain and expect high standards of behaviour and ensuring that their expectations are made clear to pupils;
- To manage the learning environment to ensure that all pupils are safe at all times;
- Be aware of behaviours which could be indicators of pupils exposed to extremism as part of the Prevent duty.

Our parents will be expected to :

- Ensure their child/children arrive(s) at school promptly and appropriately dressed;
- Support school policies and procedures;
- Show consideration and respect for people, property and the environment.
- Contribute to, a sharing, caring, trustworthy school community;
- Come in to school calmly and speak to school staff with respect;
- Take an active part in supporting the learning process.

The Stakeford Way

Children to be trained in the 'Stakeford' way. This is revisited in a special PSHE lesson in Week 1 of each new academic year, during which the class identify examples of what each attribute will look like in practice. The Stakeford Way reflects the rights and responsibilities above and will support us to work together to make Stakeford Primary School a happy, warm, caring environment in our journey towards achieving the school vision and curriculum intent.

This should be openly and clearly displayed as reminders around the school where they will have most impact.

The Stakeford Way

Sensible

Tolerant

Always respectful

Kind

Environmentally friendly

Focused

On time

Responsible

Determined



Rewards

It is important that rewards should recognise a wide range of both academic and non- academic achievements. Parents should be told of their child's achievements and positive behaviour as well as any behaviour problems.

Staff will use a selection of the following rewards:

- Positive comments and praise, both verbal and written.
- Smiley face ink stamps (Nursery).
- Stickers.
- Children awarded Caught Being Good cards
- Children awarded 'House Points'
- Children's work, or good behaviour, shared with the rest of the class.
- Children's work, or good behaviour, shared with another teacher to receive praise from other adults in the school.
- Children's work, or good behaviour, shared with the Headteacher.
- Children's work, or good behaviour, shared with parents either in person or through shared in a celebratory note.

As a school, we acknowledge that children can respond differently to rewards, for example some rewards have less value to older children and some children with SEND may prefer less public celebrations or will respond to a themed reward. Some rewards may therefore be tailored to a group or individual.

School Awards

We have a house point reward scheme with houses based on local castles. In each class, children are divided into four houses and as they receive house point rewards, they are contributing to a cumulative total across all year groups. Each half term, there is a reward for the House with the most points. The points for each house are collected and totalled each week and announced in the awards assembly on a Friday.

In addition, all staff can award 'Caught Being ...' slips which directly link to the Learning Crew who encourage learning attributes that we want our pupils to develop. Children post their slips in a special box in the classroom then winning slips will be drawn on a Friday in the classroom. The learning Crew are:

The Motivated Marvel
Aspiro The Aspirational
Curio The Curious
Resilio The Resilient
Inspector Initiative
The Organiser
The Truth Teller
Captain Cooperative
The Awesome Attender

Stars of the week are also linked to the Learning Crew and their attributes The 'Stars of the Week' are announced in Celebration Assembly on Friday. Star of the Week photos are displayed in the Main Corridor. The Awesome Attender award is only given once in a term to children who have achieved 100% attendance.

Sanctions

Research has shown that rewarding good behaviour has greater long term beneficial effects on behaviour than punishing poor behaviour. It is important to remember that although sanctions will be necessary at times, they cannot reduce behaviour problems by themselves.

Teachers will use the following sanctions in the classroom:

Stage 1

- A reminder pointing out the appropriate behaviour and reinforcing to the pupil what good behaviour is required. Teachers will introduce a behaviour tracking system at this point, for example recording the child's name and marking reminders given with a tick or tally. The maximum number of reminders given will be three before moving to Stage 2.

Stage 2

- Time-out 'thinking space' used for a short, specified period within the classroom using a timer so that the child has a point of reference.
- Sitting them on their own or next to the teacher or TA for a specified time.
- Keeping the child in at break time to complete unfinished or poor-quality work.
- Parents will be kept informed verbally about their child's behaviour via a telephone call before or after the end of the school day.

In most cases, Stage 1 and 2 sanctions will work but if the behaviour continues within a single lesson beyond Stage 2 sanctions, then stage 3 sanctions will be used.

For children with SEND who are reaching Stage 2, a 'pass' should be used. Children can ask for these or staff can suggest these. The corridor seating areas are for this purpose. There is a 'Movement Break' pass which has a time limit of five minutes and a 'Regulation' pass which does not, but access to calming activities for the child should be considered with regular check-ins. Any child sitting in a corridor work space will be asked for their pass by senior staff.

Stage 3

- Removal from the classroom to the next class with work to calm down for a specified period of time. When this sanction is used, a record should be kept using CPOMs with reference to the conversation with the parent included.
- Informal referral to the Headteacher for an initial verbal warning after the lesson.
- Contact with parents at the end of the day by telephone to inform them of their child's behaviour and to check if there are any contributing factors the parent may be aware of if this is a change in behaviour.

Stage 4

Referral to Headteacher, who will support the teacher in making formal contact with the parents.

Children who are at this stage will be supported by a programme to manage their behaviour, triggering further support which may include working with one of the school's qualified Emotional Literacy Support Assistants (ELSAs).

Programmes put into place will be monitored by the Headteacher on a daily basis:

- Foundation Stage children will use smiley face charts.
- Key Stage 1 and 2 children will use 'Behaviour Contracts'

If there is no improvement in behaviour whilst on the agreed programme, children will be referred to the HINT Behaviour Team or an Early Help Assessment may be put in place and may in some instances move to Stage 5.

At this point, all incidents will be recorded on CPOMS to alert senior staff creating a formal log of events as evidence towards stage 5 actions.

Stage 5

Suspension for persistent or serious misdemeanours, including a persistent breaking of safety rules which results in posing a risk to the health and wellbeing of others based on a risk assessment of the situation.

The school views the following as serious misdemeanours:

- Bringing a banned item into school.
- Deliberate physical injury to others on a persistent basis or as part of a sustained physical attack
- Persistent bullying behaviour - (see Anti-bullying Policy)
- Throwing something with intent to damage or hurt, where the object could cause physical injury or be deemed a weapon.
- Persistently intentionally swearing at or verbally abusing others, including racist or homophobic language

Permanent exclusion is very rare and as a school we will explore other alternatives first, these could include:

- A managed move to another mainstream school for a fixed period;
- Alternative Provision (AP) which is open to those who have an EHCP which may be a full or part time placement.

Red and Yellow Cards

Many children find their emotions more difficult to regulate during playtimes and lunchtimes, so staff on duty use the yellow and red card system to address unacceptable behaviours. A yellow card is a warning and will result in a 'time out'. At the end of the outdoor session, children are given the card to hand to the Headteacher or a Senior Leader.

Behaviours that result in a time out are as follows:

- Name calling;
- Using equipment inappropriately;
- Shouting in the hall;
- Not doing as asked first time;
- Pushing someone.

Children will be given a 'red card' and sent in to the Headteacher and their playtime lost, for any of the following:

- Swearing
- Use of racist/homophobic language
- Being cheeky to adults
- Deliberately Hurting someone (Kicking, hitting, punching)
- Fighting
- Bullying behaviours

Children who receive a red card have a letter sent home by the headteacher with a reply slip for parents to acknowledge receipt.

Both red and yellow cards are recorded on a behaviour monitoring spreadsheet to support the analysis of trends. Red cards are also recorded on CPOMS by the Headteacher or Senior Leader who speaks to the child.



Pupils With SEND

There are some pupils with additional needs who are unable to moderate elements of their behaviour as a result of diagnosed conditions. Behaviour support may feature as part of their Education And Health Care Plan (EHCP). As a school we take each individuals needs into account and our day to day provision is adapted to meet a range of behavioural, social and emotional needs to support regulation. This has included:

- Creating visually calmer classroom environments;
- Providing a sensory space;
- Providing tools such as ear defenders and fidgets;
- Providing passes for movement breaks and regulation;
- Creating a 'Lunch Lodge'.

Where the behaviours exhibited by these pupils fall under what the school deems to be serious misdemeanours then incidents will be dealt with on a case-by-case basis.

For children who struggle with the lack of structure and social interactions of lunchtimes, their support plan should state that they have access to the Lunch Lodge which is supervised each day by a member staff. This is not a punishment, but a space where children can eat/engage in a range of activities in a calm environment. Access to the Lunch Lodge will be included on Support Plans/Positive Handling Plans (PHPs)

Children who display severe dysregulation on a regular basis as a result of SEMH diagnosis, may need a PHP (formerly 'script') which guides staff on the best ways to avoid/manage these periods. All staff who work with children with a PHP should ensure they are aware of the approaches. Please note, not every child with an EHCP or Support plan will have a PHP.



Prohibited Items

The following items are banned in school. When there is reasonable evidence to suggest a child is carrying any of these items, school has the right to conduct a search of the pupil/belongings.

- Knives/weapons
- Alcohol/drugs
- Tobacco/cigarettes/vapes
- Fireworks
- Pornography (including Images)

If any of the banned items are found, this constitutes a serious misdemeanour as it is a risk to the health, safety and wellbeing of pupils and will result in an immediate suspension, and in the case of weapons, drugs and pornography contacting the police and children's social care.

Mobile Phones/Technology

All schools are to prohibit the use of mobile technologies during the school day (including breaks and lunchtimes). At Stakeford Primary, as well as acknowledging the risks posed by mobile technologies and their role in presenting significant risk safeguarding issues, we also understand their role in keeping children who are out and about in the community without an adult, safe.

For this reason, children in Years 5 and 6 (who have permission to walk alone to school) and children who are transitioning to the care of one parent's home to another, may bring a mobile phone to school but this must be handed to the classroom staff on arrival and collected as they leave at the end of the day. Whilst in school the phones should be switched off and will be kept in locked cupboard.

Apple watches and any devices that can send/receive messages and take photos/videos or make recordings, that are not a mobile phone, are banned completely.

Conducting Searches

Schools do not require formal written consent from the parent or pupil for a search for banned or stolen items. Searches will be conducted with two adults present with at least one being the same sex as the child. The search may involve the emptying of all pockets, the emptying of all bags/pencil cases and personal storage space in the classroom, if used. No clothing will be removed as part of a search other than outdoor wear or shoes.

Monitoring And Review

The school will review its behaviour policy and attachments at least annually, in the Autumn term. Additional reviews will take place in response to any national or local changes to policy and practice.

The Headteacher reports each term on behaviour outcomes to the Governing Body via the Headteacher's report. Link Governors with the responsibility for Behaviour will conduct at least one visit during the year to monitor the effectiveness of the policy in practice. During the visit they will complete observations, receive any updates from external organisations and speak to children.

Behaviour questions are also included in the annual questionnaire to pupils and parents.

Last annual review: September 2025

Interim Review: February 2026

Next Review: September 2026



Use of Reasonable Force Policy Statement

Rationale

In very extreme circumstances, school staff may be required to apply reasonable force to restrain pupils who are displaying violently aggressive behaviour which poses a danger to themselves or others. The term 'reasonable force' covers a broad range of actions used by school teachers and classroom staff that involve a degree of physical contact with pupils. School staff should always avoid acting in a way that might cause injury but in the extreme cases covered in this policy, injury is not always possible to avoid. This policy statement outlines the school's agreed approach within government guidelines.

Definition of Reasonable Force

The following definitions were published by the DFE in their document 'Use of Reasonable Force' July 2013

Force is usually used to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Reasonable, 'reasonable in the circumstances' means using no more force than is needed. Control means either a passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Who Can Use Reasonable Force?

All members of school staff have the legal 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. It can also apply to people whom the headteacher has temporarily put in charge of pupils.

When Can Reasonable Force Be Used?

Reasonable force can be used under the following circumstances:

- To prevent a pupil from hurting themselves or others (including pupils and staff);
- To prevent a pupil from damaging property or causing disorder;
- To remove a disruptive pupil from a classroom where they have refused to leave;
- To prevent a pupil from behaving in a way that disrupts a school event or school trip/visit;
- To prevent a pupil from leaving a classroom or area of the school where leaving would risk their safety or disrupts the behaviour of others;

Reasonable force cannot be used as a form of punishment. This is an unlawful use of force.

Staff Training

The local authority provide training in SIT (formerly MAPPA) which is aimed to teach techniques the approved techniques as well as de-escalation techniques. This training is updated annually for staff who have been trained to renew their qualification. There should always be at least two members of staff trained at any one time.

All staff who work directly with children will receive annual update training via the National College. Training will next be completed on 5.01.2026

School's Approach

Trained staff are not always going to be available in the event that reasonable force needs to be used, especially when there is significant risk of harm. Before using restraint, staff present should mentally risk assess the situation before acting.

As soon as possible, a message should be sent for a member of the senior management team to attend as well as a member of staff with training. The use of reasonable force should always be witnessed by at least one other member of staff.

If there are other pupils present, one of the adults sent for should remove the other children from the space when it is safe to do so. There should also be a debrief with witnesses to ensure they are okay and not distressed by what they have seen, in more physical cases.

Informing Parents

In the event that reasonable force has been used during the school day, parents of the pupil(s) involved should be informed of the incident, any reasonable force or restraint method used and the reason why a risk assessment of the situation deemed this necessary.

Record Keeping

As a school we require staff who have carried out reasonable force, whether control or restraint, to record this on the agreed proforma on the day, or within 24 hours if this is not possible.

A copy of the restraint proforma included in this policy, is available on the virtual staff noticeboard.

Complaints

Any complaints from a pupil/parent about the use of reasonable force will be dealt with in line with the DFE document 'Dealing With Allegations of Abuse Against Teachers and Other Staff'.

When a complaint is made, the onus is on the person making the complaint to prove that allegations made are true and not for the member of staff to prove that they have acted reasonably.

Record Of The Use Of Reasonable Force

Stakeford Primary School

Date of Incident:	Time of Incident:
Pupil Name:	D.O.B:
Member(s) of staff involved	
Adult witness(es) to incident:	
Pupil witness(es) to incident:	
Outline of event leading to the incident (including location, pupils behaviour immediately before and steps taken to defuse the situation):	
Outline of the incident (including the reason for the use of reasonable force, how it was applied and for how long):	
Measures taken following the incident (including respite for pupil(s) and support for staff):	
Description of any injury(ies) sustained by anyone, and treatment needed and any property damage:	
Date Parent/Carer Informed:	Time:
Name of Staff Member:	
Outline of parent/carers response:	
Signature of staff completing the report:	