



STOKES WOOD
PRIMARY SCHOOL

Positive Behaviour Policy

This policy should be read in conjunction with the following policies:

- Anti-bullying Policy
- Attendance Policy
- Child protection and safeguarding policy
- Exclusion and Suspension Policy
- Online Safety Policy
- Physical Intervention Policy
- SEND Policy

Approved by:

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1. School Vision

Stokes Wood Primary School is an ambitious place. We aim to help every child become a global ambassador, ready to explore and understand the world around them. We encourage our children to be curious, ask questions and seek answers as they learn. Our children are confident in sharing their ideas and opinions. They know how to listen and communicate with kindness and respect. We believe in a community where there are no outsiders– everyone belongs and every voice is heard. Above all, we nurture their well-being, ensuring they grow into healthy, balanced individuals committed to lifelong learning and positive change. Together, we create a caring and supportive environment where everyone can grow and succeed, ready to make a positive difference in Leicester and beyond!

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

4. Definitions

Negative behaviours are defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards their peers or adults
- Leaving the classroom without an adult's permission
- Repeated breaches of the school rules
- Damage to the school environment
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Smoking, including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Sources of ignition
 - Vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

The school has adopted the [Anti-Bullying Alliance](#) definition of bullying:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.

We explain this to children as **repeated hurtful actions that cause upset on purpose**:



Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Our school's approach to preventing and addressing bullying is set out in our anti-bullying policy. This is available on [our school website](#) and from the school office on request.

6. Roles and Responsibilities

6.1 The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles ([appendix 1](#))
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the governing board
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with negative behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this [policy \(see section 13.1\)](#)
- Appoint a senior leader as Behaviour Lead, enabling them to drive the implementation of the policy and new initiatives, monitor patterns of behaviour and collaborate with staff members to address areas of concern or celebrate behaviours we are proud of.

6.3 All staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
 - Implementing the behaviour policy consistently
 - Consistently implement key routines and norms across the school (Appendix 2)
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
 - Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
 - Considering their own behaviour on the school culture and how they can uphold school rules and expectations (Appendix 3)
- Use the strategies toolkit to help manage pupil behaviours (Appendix 4)
 - Recording behaviour incidents promptly and liaise with parents where applicable
 - Challenging pupils to meet the school's expectations
 - Work in partnership with parents to support pupil's development of positive behaviour and celebrate effort or achievement
 - The senior leadership team (SLT) and pastoral team will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following negative behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle negative behaviours.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-term arrivals.

7. School Behaviour Curriculum

At Stokes Wood Primary School, we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff will seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. Our school rules are:

- Caring and Kind
- Accountable for Our Actions
- Resilient and Never Give Up
- Excellence is Our Goal

These rules reflect the values and the ethos of our school and should be visible around the school and in all classrooms. See Appendix 3 for rules poster.

In addition, our behaviour curriculum teaches routines and social norms (Appendix 2) these are taught and referred to continuously throughout the school year by all adults in the school.

At Stokes Wood, we recognise the importance of promoting positive mental health and emotional wellbeing for our pupils. We use zones of regulation to help pupils develop an awareness of a range of emotions and the ability to independently self-regulate, despite the emotion they experience, in a safe non-judgmental way.

7.1 Lunchtimes

Lunchtimes are a constructive time for exercise and social interaction. We expect the same school rules and standards of behaviour to apply during lunchtime.

During lunchtimes children have the opportunity to use different zones of the playground for different activities which are overseen by members of staff.

7.2 Mobile Phones

Pupils are not allowed to have mobile phones with them throughout the school day.

- If a pupil brings a phone to school, it must be turned off before they enter the school site and handed in to the teacher at the start of the day.
- They will be stored in a locked box and given back at the end of the school day.
- It is only expected that year 5 and 6 pupils will have a mobile phone in school as they walk to and from school.
- Pupils can turn their phones on once they have left the school site.
- There will be exceptions to the rules for medical or personal reasons.
- Liability is an issue, in case of loss or damage. The school will not accept any responsibility.

8. Responding to behaviour

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Appendix 2 identifies key classroom routines appropriate to the age and stage within the school. Key aims are to:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour systems, expectations and school rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, promoting and celebrating good behaviour
 - Establishing consistent end of day/lesson routines to allow the next day begins positively.
 - Planning for dealing with low-level disruption
 - Using positive language to support reflection

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's negative behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This is available on our [school website](#).

8.3 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise
- Smiles and visual encouragement
- Stickers
- House points
- House rewards
- Class rewards (linked to house points)
- Visit to other members of staff for recognition and praise
- CARE award (given in celebration assembly on a Friday)
- Positivity Postcard
- Positive phone calls home
- Privilege Cards (class helper etc.)
- Celebrate achievements in the Newsletter, Facebook and the school's website

Once rewards have been given, they will NOT be removed as a consequence for negative behaviours. The consequences section below explains how consequences are used in response to unacceptable behaviour.

8.4 Responding to negative behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of pupils' negative behaviour.

Staff will endeavour to create an expected environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviours will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases (see Appendix 5), or class behaviour visual prompts.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Our response to negative behaviours is explained in the chart below as steps that all staff consistently follow, including how we support pupils at each stage to avoid escalation:

Step 1	Verbal reminder • Positively phrased reminder linked to our four school rules • Reminder or modelling of expected behaviour is shared
Step 2	Choices Chat with an adult • If the behaviour continues, the pupil is clearly notified that it must cease immediately or Oops ticket will be actioned. • Reminder or support provided to align the attitude or behaviour with the school rules or expectation. • This conversation is done quietly so other children aren't aware. • Preventive measures may be taken e.g. adult may choose to move the pupil to another seat/area to provide better focus

Step 3	Oops ticket – sent to partner class (KS1 and KS2) • The pupil is sent to partner class to take time out to reflect and reset. • The length of time will be age appropriate or dependent on the timetable of the day but will be reasonable and proportionate to the situation: • KS1 – 5-10 minutes • KS2 – 5-15 minutes • The pupil will be required to complete a period of reflection and will be given an oops ticket to complete. • All classes will have a fidget box for children who might need it to help them regulate. Appendix 6 contains more information about Oops tickets and Partner Classes. Cool down cushion (EYFS) • The pupil will have 2 minutes thinking time.
Step 4	Restorative Conversation • After step 3, a restorative conversation takes place with the adult who issues the oops ticket. • When this conversation happens depends on the age of the child: ◦ EYFS – immediately after thinking time has ended ◦ KS1 – during 5 minutes of their break/lunch (whichever comes first) ◦ KS2 – during 10 minutes of their break/lunch (whichever comes first) • During this conversation the child will be asked the following questions: 1) What happened? 2) What were you thinking at the time? 3) What impact has the incident had on your learning and your peers? 4) What do you need to do to put things right? 5) What are you going to do differently next time? • Any remaining missed learning may also be completed during this time.
Step 5	Parent/Carers informed and incident logged on internal systems • Parents/carers will be informed at the end of the day and asked to sign the Oops ticket. • If children walk home on their own, a phone call home will need to be made by the adult who gave the oops ticket. • Signed oops ticket will need to be scanned and uploaded to CPOMs under behaviour>Oops ticket by the class teacher
Additional Information/ Escalation of the system	• Once an Oops ticket has been given and the pupil has completed their restorative conversation the behaviour system is reset. • If Oops ticket is given in the afternoon – the pupil will miss some of breaktime the following day. • If the same negative behaviour continues after the Oops ticket, then the support from pastoral will be sought. • No child will get more than one Oops ticket for the same reason in day. • When the child is sent to the partner class it is not the partner class teacher's role to discuss the negative behaviour. • If the child who has been given the Oops ticket is disrupting the partner class, pastoral support is to be called for.

- 2 Oops ticket in a week will result in the child losing their whole lunch break with a member of the Senior Leadership Team.
- 4 Oops tickets in a half term will lead to meet with class teacher and parents in the first instance and then pastoral if the behaviour continues.

Individual needs of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness and individuals plans that are in place.

The school's behaviour system remains in place during any before or after school club. Should a child show continuous disruptive behaviour during the club, they will be sent to pastoral/SLT for the remainder of the sessions. The leader of club will inform the parent/carer if this is the case and record the behaviour on the school systems.

If behaviour is deemed to be of a serious nature, the pastoral team or a member of the senior leadership team can be called to speak with the pupil. The leading member of staff will communicate directly with parents. 'Serious behaviours' include but are not limited to:

- Physically hurting another child or a member of staff
- Causing an incident which leads to the rest of the children having to be evacuated from the area
- Throwing furniture or heavy items with intent to cause harm
- Malicious or false allegations
- Displaying extreme insubordination which leads to the child's or others safety being at risk
- Racist, homo/bi/transphobic or sexually offensive language
- Child-on child abuse

When report of an unseen incident or accusation of misbehaviour is made, an investigation is undertaken through targeted discussions with pupils and staff. This may be individually or in a small group and will focus on determining the facts. We support children to take responsibility for their actions in a safe way, therefore, pupils will be given support, time and space to resolve the situation and the correct level of consequence will be applied.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity.

Pupils may be excluded from off-site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We recognise that poor behaviour management can adversely affect mental health, therefore, consequences will be applied as soon as possible after the incident and in a way that maintains self-respect. Where possible, conversations will take place in a quiet space away from others as discreetly as possible to maintain dignity for the pupil(s) involved.

Although repeated patterns of behaviour must be considered to inform decisions about appropriate actions, staff are careful to consider all incidents in their own right and will use restorative language that focuses the way forward rather than revisiting past incidents.

8.5 Break and Lunchtimes

Where staff need to respond to negative behaviours during breaktime or lunchtime, they will apply the same as above with regards to verbal reminders and choices chat but with the following adaptations for a Oops ticket will be made:

- Pupil will be asked to stand with the member of staff for 5 minutes time out to stop and think.

- Pupil and member of staff will complete an Oops ticket together and reflect on the behaviour.
- Pupils will be spoken to about correct choices being displayed by peers on the playground.

If behaviour continues after the Oops ticket or any serious behaviours (see page 11) are displayed, a member of the leadership team will be called, and the pupil(s) will be removed from the hall or playground to a quiet space for reflection. The appropriate consequence actions will be taken. Class teachers are informed if any consequences are applied during lunchtime. Follow up actions may include, but are not limited to:

- Recording on CPOMS
- Notifying parents for serious or persistent misbehaviours
- Completing any follow up actions e.g. repair actions, PSHE lesson, social story
- Short term change in lunchtime access to areas or equipment

8.6 Responding to Discriminatory Behaviour

One of our school aims is 'We believe in a community where there are no outsiders—everyone belongs and every voice is heard.' We believe that it is essential for our pupils to feel safe at school and therefore we teach pupils to value and respect all individuals.

As a school, we have followed guidance from [NSPCC](#) and have classed discriminatory behaviour as:

"Making a child, young person or adult feel humiliated, offended or degraded because of their colour, nationality, ethnicity or citizenship or making comments linked to protected characteristics."

These characteristics are protected in law under the [Equality Act 2010](#) in England, Scotland and Wales.

Pupils who have experienced any discriminatory behaviour towards them will be listened to and fully supported in order to ensure the issues are fully dealt with. We have clear consequences when pupils do not follow our school expectations, therefore if a pupil uses abusive or discriminatory language and violence, we will follow our Staged Discriminatory Behaviour system:

1. Stage 1 – 15-minute reflection during social time, parents informed. 'Accept, Respect and Value differences' intervention with a member of the pastoral team.
2. Stage 2 – 1-1 intervention, parents called in for a meeting. A 4 week 'Accept, Respect and Value differences' intervention with a member of the pastoral team.
3. Stage 3 – Fixed term suspension for that period.

8.7 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Using reasonable force will be carried out in-line with our Physical Interventions Policy. This is available on our [school website](#).

8.8 Searching, Screening and Confiscation

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

Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Searching, screening and confiscation will be carried out in-line with our Searching, Screening and Confiscation Policy. This is available on our [school website](#).

8.9 Off-site negative behaviours

Consequences may be applied where a pupil has behaved negatively off-site when representing the school. This is when the pupil is:

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

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

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

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.10 Online misbehaviour

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy. This is available on our [school website](#).

The school will deal with online safety incidents within this policy and the associated online safety and antibullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.11 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, Headteacher or Assistant Headteacher will make the report.

The school will not interfere with any police action taken. In addition, the school will follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate and record on CPOMS.

8.12 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care

- Report to the police

Please refer to our Child Protection and Safeguarding Policy and our Sexual Violence and Harassment Policy for more information. These are available on our [school website](#).

8.13 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

9 Restorative Sanctions

9.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (see consequences section 8.4).

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious negative behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom, following red behaviour, are supervised by the teacher in their partner classroom and will be removed for a maximum of 5 -10 minutes for KS1 and 5-15 minutes for KS2.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the ELSA/pastoral team

- Use of teaching assistants
- Safety and Support Plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on internal systems.

9.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

There are 4 types of suspension/exclusion at Stokes Wood:

1. 1:1 Intervention – pupils are removed from the classroom and complete their learning in the pastoral or SLT office with a member of staff. This will either be for a morning or an afternoon session. If incidents occur at the end of the school day, the 1:1 Intervention will take place on the next school day. Parents will be notified that their child has received a 1:1 Intervention and the reasons why.
2. Lunchtime Suspension – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration.
3. Suspension – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
4. Permanent Exclusion—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

Please refer to our Exclusions Policy for more information. This is available on our [school website](#).

10. Responding to Misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

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 endeavor 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 co-operate 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 and may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Adaptive learning materials provided to support teaching and learning
- Sensory materials e.g. wobble cushions
- SDQ, BOXALL and sensory audits completed to better understand pupil needs

10.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence 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?

If the answer to any of these questions is yes, it may be unlawful for the school give the pupil a consequence for their behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO) 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.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting Pupils Following a Consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Adult facilitating a reintegration activity or meeting
- Support to repair or restore any damage to people or property
- Daily contact with the pastoral team or an identified trusted adult

12. Pupil Transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for 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.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The school behaviour management systems
- Safeguarding
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Physical restraint training (if applicable)
- Zones of Regulation

Behaviour management will also form part of continuing professional development. Early Career Teachers (ECTs) will receive specific training on managing behaviour as part of their Early Career Framework.

14. Monitoring Arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data using CPOMS on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, 1-1 Intervention, permanent exclusion and suspension
- Incidents of searching and confiscation
- Use of Alternative Provisions
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Senior Leadership Team. The data will be analysed from a variety of perspectives as appropriate to the school cohort, such as:

- At school level
- By age group
- At the level of individual members of staff

- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1).

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board annually.



Behaviour Curriculum—taught routines and social norms.

These are taught and referred to continuously throughout the school year by all adults in school.

<u>Before School:</u> - All teaching staff are in their classrooms from 8:45am. - If children come to school on a bike or scooter, they are expected to walk them when entering the school premises and store these in the bike/scooter shed. - Parents to remain with the children until the classroom door is opened (unless Year 5/6)	<u>Lunchtimes:</u> - Lunchtime supervisors support with getting the play equipment out and put it away at the end of lunch. - All staff carry a radio at lunchtimes
<u>Start of the day:</u> - Doors opened by classroom staff at 8:50am. - Children are expected to come in calmly and quietly. - Children are greeted individually. - Morning activities are in place on board/desks - Children are organised and tidy in the cloakrooms and hang coats and bags up neatly or place in lockers and securely close the locker doors. This time should not be used to have a chat resulting in a loss of learning time. - Timetable is visual and spoken through - Morning register is taken - Fire list is updated and put by the fire door	<u>EYFS:</u> - Children are taken to the hall at 11:45 by class teachers. - Pastoral staff support for lunchtime cover from 11:50 and take children back to the classroom for a story until 12:20pm. - Children go outside at 12:20pm with support staff. <u>KS1:</u> - Children in Copeland class are taken straight to the hall for lunch. Other KS1 classes are taken on rotation at 12pm. - If children are not taken to the hall, they are taken to the KS1 playground by the class teacher. - 12:05 – whistle is blown for one class to go in for lunch - 12:10 – whistle is blown for second class to go for lunch. - Once children have eaten, they put their lunch boxes in their class box in the hall and go outside.
<u>Walking Through School:</u> - Children need adult permission to be where they are at all times. - If children are not with a school adult during lesson time, they wear a grey lanyard. - Children walk quietly in and around school in a straight line, keeping their hands by their sides. - Everyone walks on the left side of the corridor. - Children are taught to hold the door open for other people and wait their turn to walk through doors.	- 12:55 - whistles blow in each area, children start to tidy away equipment and all children make their way to KS1 playground and line up in their classes. - Children are collected from the playground by the class teacher at 1pm. - Lunchtime supervisors will ensure packed lunches get taken back to cloakrooms at the end of lunchtime. <u>KS2:</u> - Year 3 children are taken straight to the daily mile by class teachers. Year 4, 5 and 6 free flow play. - Lunchtime monitors bring out lunch boxes and put them under the canopy.
<u>Assemblies:</u> - Staff delivering assemblies are released early or bring in their class 5 mins before assembly begins to allow for set up time. - Calm music is on as the children enter - Children and adults are expected to enter and leave assembly quietly and calmly. - Support staff remain in assembly unless stated otherwise and monitor behaviour and engagement of children. - Children speak with one another using eyes to eyes, knees to knees in partner talk.	- 12:10 – whistles blown in each zone to remind Year 3 children last lap and Year 5 for daily mile. Year 3 line up on the playground once they have finished daily mile and are taken to lunch by a member of SLT. - 12:20 – whistles blown in each zone for Year 4 lunch. Children walk to KS2 playground and line up, they are taken to lunch by a member of SLT. - 12:25 – whistles blow in each zone to remind Year 5 children last lap and Year 6 daily mile. Year 5 line up on the playground once they have finished daily mile and are taken to lunch by a member of SLT.

- All join in to acknowledge and celebrate the achievements of others. - Whole school stopping signals are to staff to raise their hand in the air (copy and stop)	- 12:40 - whistles blow in each zone to remind Year 6 children last lap and Year 4 daily mile. Year 6 line up on the playground once they have finished daily mile and are taken to lunch by a member of SLT. - 12:55 – whistles blown in each zone to remind Year 4 last lap of the daily mile, start to tidy away equipment and all children make their way to KS2 playground and line up in their classes. - Children are collected from the playground by the class teacher at 1pm. - Lunchtime monitors ensure lunch boxes are brought back to classrooms. Dinner Hall: - Children line up in the hall quietly waiting for their dinner - Children are taught and reminded to eat with their mouths closed and to have conversations quietly between bites. - Children are encouraged to eat with a knife and fork Wet play: - Children play quietly inside their classroom and look after the equipment and tidy up.
<u>Carpet Etiquette:</u> - Children are taught to work in a way that does not disturb others. - Whiteboards are down in front of the children when they are listening, with pens and rubbers on top. - During partner talk, children sit facing each other eyes to eyes, knees to knees. - Children have carpet spaces if it helps their learning.	
<u>Working at tables:</u> - Children are taught to move around the classroom and work quietly unless told otherwise. They do not disturb others learning. - Children are organised and get their things ready quickly to learn. - Children are trained to keep their desks tidy.	
<u>End of break:</u> - The whistle is blown at 10:43 by the teacher on duty. - Whistle 1: All children and adults stop and stand still. - Whistle 2: Children tidy away equipment and walk quietly to their lines and classrooms	<u>End of the day:</u> - All adults and children help to tidy the classroom and other shared spaces ready for the new day. - Chromebooks are returned and plugged in - Tables and workspaces are left tidy in the classroom and communal areas - Curriculum resources are returned to the cupboard - Assemblies or end of the day review happens daily from 3pm. - Children are ready to go home by 3:20 - Parents/carers are spoken to about: - o Positive behaviours and learning - o First Aid incidents (and given slips) - o Oops tickets/being sent to pastoral
<u>Library:</u> - The library is a quiet space. In here, everyone whispers to one another or is silent. - Returned books are placed in the box - The library should be left tidy - o Books are put back on the correct shelves with spines facing outwards - o Chairs are pushed in - o Cushions are put back	

Appendix 3: School Rules

EYFS/KS1



KS2



Appendix 4: Toolkit to Manage Behaviours

Classroom Management

Create a well-organised, predictable environment to reduce behavioural issues.



STOKES WOOD
PRIMARY SCHOOL

Tool	Description
Clear Routines	Use visual timetables, consistent language, and structured transitions
Classroom Expectations	Co-create simple, positively-worded rules (e.g., “We use kind words”)
Seating Arrangements	Strategically seat pupils based on needs (peer models, proximity to support)
Attention Signals	Use call-and-response, clapping, countdowns, or visual cues for gaining attention
Pre-Correction	Remind pupils of expectations before transitions or known challenges

Building Relationships

Strong relationships are key to behaviour management.



STOKES WOOD
PRIMARY SCHOOL

Strategy	Description
Check-ins	Greet pupils by name, ask how they are—build emotional safety
2-Minute Connect	Spend 2 quality minutes daily with a pupil who struggles—show genuine interest
Positive Notes/Calls Home	Reinforce trust with families and pupils through recognition of positive behaviour
Emotion Coaching	Validate pupils’ feelings and guide them to better choices
Belonging & Inclusion	Give pupils class jobs, voice in decisions, and opportunities to lead

Supporting Self-Regulation

Equip children with tools to understand and manage their emotions and behaviours.



STOKES WOOD
PRIMARY SCHOOL

Tool	Description
Zones of Regulation	Colour-coded emotional awareness system (Blue, Green, Yellow, Red zones)
Calm Corners / Regulation Stations	A quiet, safe place with sensory or calming tools for self-regulation
Emotion Check-ins	Daily feelings charts or check-in cards to name and normalise emotions
Breathing and Grounding Techniques	Box breathing, 5-4-3-2-1 grounding, or guided relaxation routines
Social Stories	Help pupils understand expected behaviour in common scenarios

Responding to Behaviour

Use consistent, calm approaches to correct behaviour while maintaining dignity.



STOKES WOOD
PRIMARY SCHOOL

Approach	Description
Non-Verbal Cues	Eye contact, gestures, physical proximity to redirect before escalation
Private Corrections	Speak calmly and quietly with pupils about behaviour—avoid public shaming
Restorative Conversations	Use questions like: “What happened?”, “Who was affected?”, “What can we do to fix it?”
Reflect & Repair Time	Short breaks or reflection sheets to debrief and reset before rejoining the group

Appendix 5: De-escalation Strategies



STOKES WOOD
PRIMARY SCHOOL

De-escalation Strategies

Stay Calm and Regulated • Use a calm, steady tone of voice. • Maintain relaxed body language and facial expressions. • Avoid raised voices or showing frustration.	Listen Actively • Let the pupil express themselves without interruption. • Nod or use minimal verbal cues like "I hear you." • Avoid arguing or challenging their feelings
Use Non-Threatening Body Language • Keep hands visible and relaxed. • Avoid sudden movements or pointing. • Maintain an open posture.	Use Simple, Clear Language • Speak in short, direct sentences. • Avoid sarcasm or abstract language. • Repeat calmly if necessary.
Give Space • Don't crowd the pupil. Step back to give physical space. • Allow time for the pupil to process what's happening.	Acknowledge Feelings • Show empathy without judgment. <i>"I can see you're really upset. That's okay. I'm here to help."</i>
Offer Choices • Provide two acceptable options to give the pupil some sense of control. <i>"You can take a break in the reading corner or sit with your head down for a few minutes."</i>	Redirect Rather Than Confront • Shift attention away from the conflict. <i>"Let's take a few deep breaths together before we keep talking."</i>
Allow a Break or Cool-Down Time • Let the pupil step away to regroup. • Use designated calm-down areas or offer a sensory break.	Maintain Safety First • Ensure the safety of all • Know when to call for additional support (e.g., pastoral, SLT).

Appendix 6: Opps tickets and Partner Classes

KS1



"OOPS!" Ticket

Name: _____
Date: _____

Location: _____
Problem: _____

☐ Not being **caring and kind**
☐ Not being **accountable** for my actions
☐ Not showing **resilience**
☐ Not striving for **excellence**

What happened? _____

How I felt _____

What zone am I in now?
 Blue
 Yellow
 Green
 Red

Discussion Comments: _____

Parent Signature: _____

KS2



"OOPS!" Ticket

Name: _____
Date: _____

Location: _____
Problem: _____

☐ Not being **caring and kind**
☐ Not being **accountable** for my actions
☐ Not showing **resilience**
☐ Not striving for **excellence**

What happened _____

How I felt _____

What I thought _____

My reaction _____

Discussion Comments: _____

Parent Signature: _____

Partner Classes

Heathley	Copeland
Aikman	Darwen
Birkenshaw	Wylam
Darlington	Sandhurst
Brunel	Hudson
Glazebrook	Chettle