Stamford Green Primary School and Nursery

Behaviour Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting __*
- Children and Learning Committee Meeting __
- Resources Committee Meeting __

Date: 24 September 2026

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Behaviour Policy

1. Introduction

a) At Stamford Green Primary School and Nursery, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

b) We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. Being taught how to behave well and appropriately within our context is vital for all pupils to succeed personally. Some pupils will need additional support to make progress towards the expected standards of behaviour.

c) This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Stamford Green. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents/carers and other members of the wider school community. It is the result of consultation with pupils, parents/carers, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2. Our Core Beliefs

a) Together and through our school values we believe:

i. Stamford Green has high expectations of children's' behaviour, which is commonly understood by staff and children and applied consistently and fairly to help create a calm and safe environment.
ii. Behaviour can change and every child can be successful.
iii. Positive, targeted praise is more likely to change behaviour than blaming and humiliating.
iv. Reinforcing good behaviour helps children feel good about themselves.
v. Children's learning and engagement with the curriculum is our focus.
vi. An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
vii. Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
viii. All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully.
ix. Pupil behaviour should not disrupt teaching and learning or school routines and proportionate action will be taken to restore acceptable standards of behaviour.

3. Aims and Objectives for Pupils and Governing Body Statement of Principles

a) Through this policy we aim to:

i. Ensure Stamford Green is an inclusive school free from discrimination, harassment or victimisation of any sort.

ii. Recognise that everyone has the right to feel safe.
iii. Ensure a consistent and calm approach to and use of language for managing behaviour.
iv. Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents/carers.
v. Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
vi. Promote the use of restorative approaches alongside consequence systems.
vii. Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
viii. Ensure our pupils are polite, happy and considerate of others' feelings.
ix. Encourage our pupils to respect their own and others' property.
x. Foster good citizenship and self-discipline.
xi. Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.
xii. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
xiii. Ensure that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in Education https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

b) As a school community, through Establishing Weeks, the taught curriculum and as other opportunities e.g. lunchtimes, clubs and Extended Services such as Sunrise and Sunset we aim to:
i. Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
ii. Teach strategies for children to solve conflicts peacefully.
iii. Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
iv. Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
v. Enable children to recognise, understand and respond to a range of feelings.
vi. Develop vocabulary to enable children to express feelings verbally rather than physically.
vii. Promote equal opportunities and instil a positive attitude towards differences.
viii. Promote an ethos of peer support.
ix. Ensure the atmosphere in the classroom and school environment is conducive to learning and everyone being happy.
x. Ensure children are aware of the consequences of their words and actions towards themselves and others through restorative approaches.

4. Our Behaviour Code



a) We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour, set out the rules, explicitly taught routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix where good behaviour is recognised sincerely and children are praised publicly and reminded in private, where possible, of the expectations.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''

Paul Dix

b) Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe'; generated through discussions with staff, pupils and parents/carers and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

c) However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke reasonable adjustments, which may include carefully targeted sanctions and rewards to reinforce positive behaviour and consequence systems. For any child with a De-escalation and Behaviour Risk Plan, all staff who may support that child will be made aware and follow the review the plan pro-actively.

5. Adult Strategies to Develop Excellent Behaviour

a) At Stamford Green, adults apply the following principles in all interactions with pupils:

i. IDENTIFY the behaviour we expect.
ii. Explicitly TEACH behaviour.

iii. MODEL the behaviour we are expecting.
iv. PRACTISE behaviour.
v. NOTICE excellent behaviour.
vi. CREATE conditions for excellent behaviour.

6. Roles and Responsibilities

Leadership Team

a) The leadership team should be highly visible and routinely engage with children, parents/carers and staff with promoting and maintaining the school's behaviour code so that it is an environment where everyone feels safe and supported.
b) The leadership team will ensure that all staff understand the behavioural expectations, through regular training opportunities and the importance of pro-actively maintaining them.
c) The leadership team will ensure that systems outlined in this policy are implemented consistently and fairly to create a predictable environment where staff are supported, including induction training for new staff.

Class Teachers and Support Staff

d) The teachers and support staff have an important role in developing and ensuring a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour.
e) Staff should uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that children can see examples of good habits and are confident to ask for help when needed.
f) Staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
g) Staff should also challenge children to meet the school expectations and maintain the boundaries of acceptable conduct.
h) Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
i) When a member of school staff becomes aware of children not following the school's behaviour code, they should respond predictably, promptly and assertively in accordance with this policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment.
j) Deescalation techniques should be used to prevent further behaviour issues arising and recurring.
k) Staff can use the sanctions outlined in this policy as a deterrent.
l) Keeping pupils safe is a legal duty on all staff.

Children

m) Every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
n) Pupils should be taught that they have a duty to follow the school Behaviour Policy and uphold the school rules and should contribute to the school culture.
o) Non-criminal poor behaviour, which happens outside the school, but is witnessed by staff or reported to the school will be treated as per this Behaviour Policy. This may include, but is not limited to:
    i. When taking part in any school organised or school related activity.
    ii. When travelling to or from school.

iii. When wearing school uniform.
iv. When in some other way identifiable as a pupil at the school.
v. That could have repercussions for the orderly running of the school.
vi. That poses a threat to another pupil.
vii. That could adversely affect the reputation of the school.

Parent/Carer

p) The role of parents/carers is crucial in helping schools develop and maintain good behaviour.
q) Parents/Carers are encouraged to get to know our Behaviour Policy and, where possible, take part in the life of the school and its culture.
r) Parents/Carers have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
s) Where a parent/carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

7. Language Around Behaviour

a) We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should always remain professional and calm. Conversations should follow a script, and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher.

8. Promoting and Rewarding Good Behaviour

a) Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

i. **Be ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and engage with my learning.
ii. **Be respectful** - I will listen and talk politely to adults and other pupils and look after equipment and other people's possessions.
iii. **Be safe** - I will be kind and look after myself and others, following appropriate instructions from adults.

b) We recognise the excellent behaviour displayed by most of our children most of the time and rewards are provided such as:

i. Recognition Boards - Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on. Any names not on, will be kept privately by the teacher to avoid humiliation or to stifle ambition.

ii. Merit certificates

iii. Phone calls home

iv. Positive notes

v. Playground behaviour - Golden Awards and a lucky dip in Celebration Assembly.

vi. Values - Values buttons for values related behaviour/choices and monthly extra play for the winning house. One values button will be given as the norm and three for something outstanding.

vii. Learning - House points, various certificates, stickers, house points for particularly good work for an individual child. One house point will be given as the norm and three for something outstanding. YR – Y6 have the following system in place:

- 25 house points in a term = Bronze certificate in Learning Journals
- 50 house points in a term = Silver certificate in Learning Journals
- 75 house points in a term = Gold certificate in Learning Journals

viii. Homework - Homework Values Buttons (HVB) will be awarded to children in Y2 - Y6. See the Homework Policy for more information.

ix. Annabelle the Attendance Ape and Pepe the Punctuality Puppy will be awarded to classes for excellent attendance and punctuality in assembly.

x. Golden Jumper/Golden T-shirt, Positive Notes, bears and merit certificates awarded to children who have stood out for being above and beyond in all aspects of school.

xi. Nursery children will have 'The rainbow' board and stickers to inspire and reward effort; achievement and progress.

xii. In addition to the above, individual classes may have their own reward systems to incentivise.

c) The number of adults supervising children during lunch and other breaks is determined by ensuring that all children are in line of sight of an adult. Positions for the supervising adults on the playground and field have been strategically determined with safety at the forefront. Adults wear high visibility vests to ensure that children can quickly identify adults.

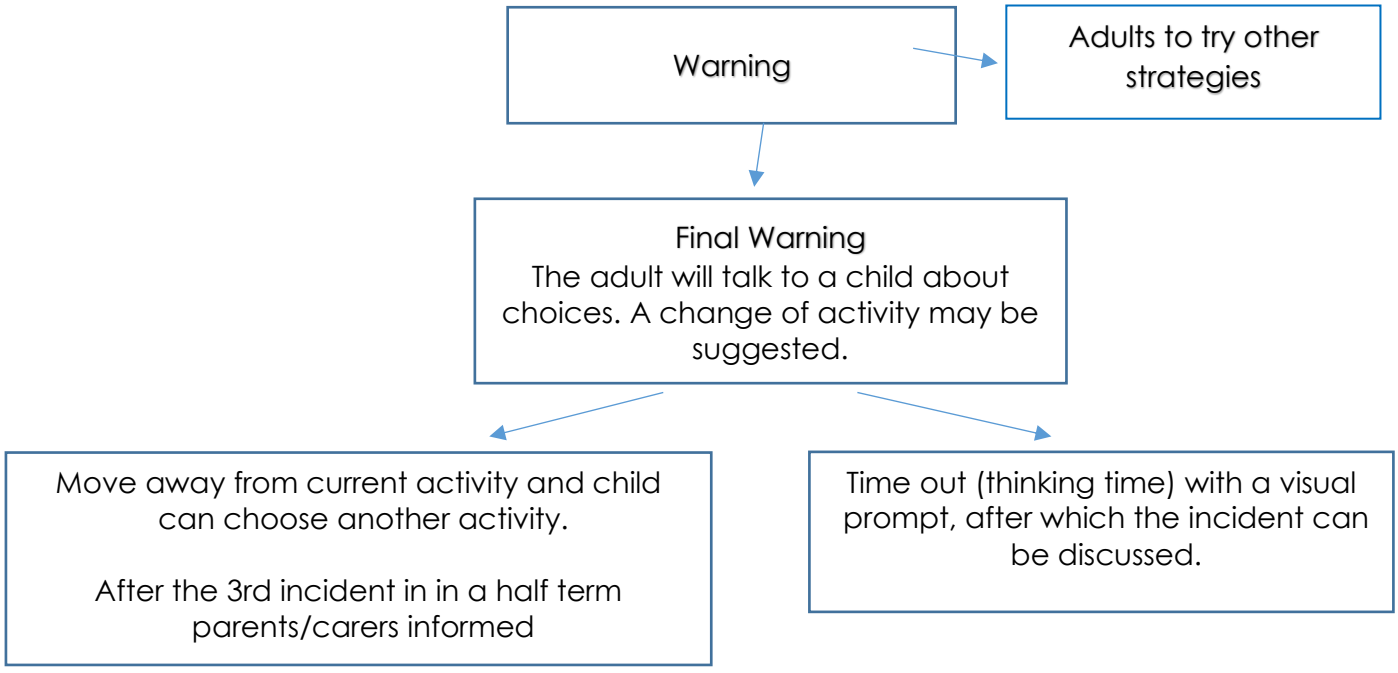
9. Consequence Systems

a) We will use early support, de-escalation and positive behaviour strategies to reduce the need for any intervention or consequence.
b) Before the consequence system is used, all staff will use a restorative approach to behaviour incidents encouraging children to consider how they were feeling and what they were thinking related to the behaviour they demonstrated.

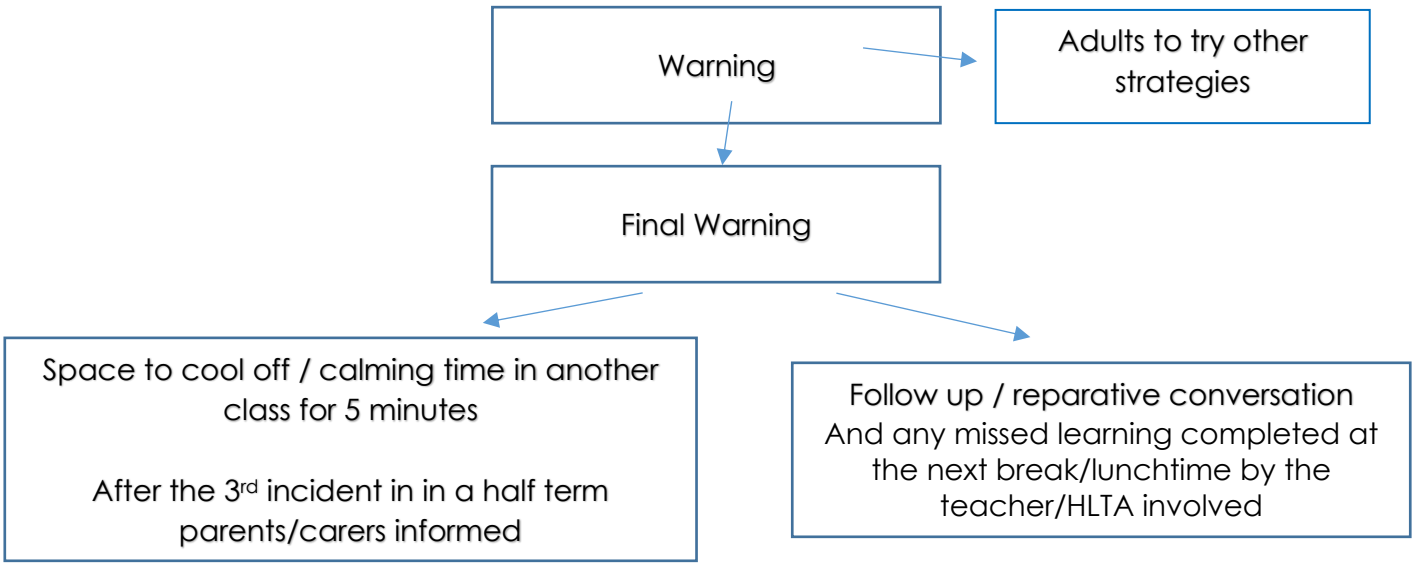
c) Children are supported to consider who has been affected and what they need to do to make things right.
d) The school will not enter into discussions with parents/carers about other children and any level of consequence, out of respect for their right to privacy and confidentiality.
e) Details of consequences given are not passed on to secondary schools but a general discussion on behaviour might happen during transition meetings.
f) Consequences should always:
    i. Refer to the school's behaviour code.
    ii. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
    iii. Avoid being applied to a whole group for the activities of individuals.
    iv. Be consistently applied by all staff to help to ensure that children and staff always feel supported and secure.

g) Consequences need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

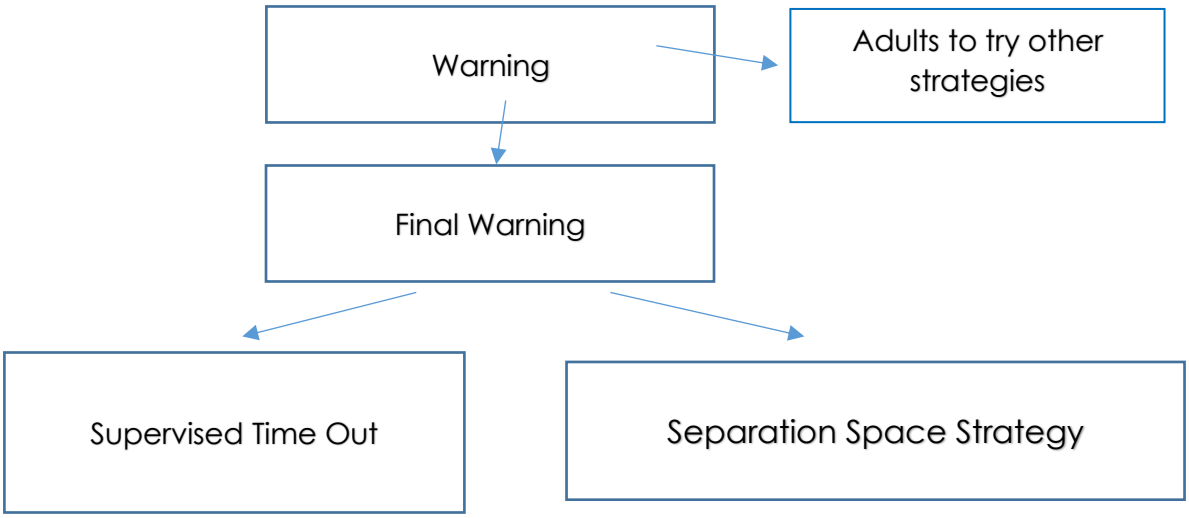
h) Consequence system in lessons/class for Nursery



i) Consequence system in lessons/class for YR – Y3



j) Consequence system in lessons/class for Y4– Y6



k) Progress Report

i. For children who have had repeated reflection sessions and/or multiple removals recorded, and their behaviour has not improved, a Progress Report may be issued by their class teacher.

ii. Progress reports may be used to help focus a child on a specific part of the Behaviour Code (Ready, Respectful or Safe).

iii. Parents/Carers will be informed of the introduction of a Progress Report and their involvement. A review meeting/phone call with Parents/Carers to review its impact will be offered after three weeks. Progress Reports will be in place for a minimum of three weeks.

iv. Progress Reports will be shared with Parent/Carers each week via the child's book bag. The report needs to be commented on, signed and returned to school by Parents/Carers. This will be explained when introduced to Parents/ Carers.

v. A child will share their Progress Report to a member of the Extended Leadership Team (ELT) before break, lunch and at the end of each day. This will provide an opportunity to celebrate success and/or have a reparative conversation to motivate future success.

vi. The class teacher will inform all staff if a child has a Progress Report to ensure all aspects of the school day are reflected in the report.

l) Other Consequences when the school's behaviour code has not been followed

DfE Behaviour in School - February 2024 Detention	At Stamford Green, detention means and will be known as:
A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break. When used, it should be done so consistently and fairly by staff. This process should be well known to pupils and staff. A school's Behaviour Policy should make clear that detention (Including detention out of school hours) can be used a possible sanction.	• Catch Up Time • Extra Homework Time • Off the Playground (after 3rd incident) See table below for more information

DfE Behaviour in School - February 2024 Removal	At Stamford Green, removal means and will be known as:
Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.	• Supervised Time Out • Separation Space Strategy See table below for more information

The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see 'What the law allows' and 'Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)'). Removal should 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; and c) to allow the pupil to regain calm in a safe space. Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.	

Consequence	**Applies to**	**Cause**	**Who**	**Parents/Carers informed**
Off the Playground (after 3rd incident)	YR – Y6	If a child has not followed the school's behaviour code and this has prompted 3 reflection sessions within a half term period, they will be required to spend break and lunch time away from the playground/field for two days with a member of the ELT. This will endeavour to break the pattern and encourage the child to make better/safer choices in future.	ELT	Yes
Catch up Time	Y2 – Y6	This consequence is issued to children who, after warnings (as per the	ELT	No

		Behaviour Policy), still have not completed enough work/learning. Expectations will be tailored to individual needs and abilities.		
Extra Homework Time	Y2 – Y6	If children in Y2 (summer term) - Y6 have forgotten or not completed their homework by the hand in date, they will have the opportunity to complete tasks, independently in school, during their leisure/play time on a Wednesday break time.	CT	No
		On the third occasion of homework not being completed in a half term by a pupil, they will have to attend EHT at break time on the Wednesday, Thursday and Friday of that week, with an Assistant, Deputy or Headteacher. This will continue to apply in subsequent weeks, unless homework has been completed as detailed in this policy.	ELT	Yes via the learning Journal
Separation Space Strategy	KS1 and KS2 EYFS Additional adult support may be sought if a child requires significant support.	To be used if the child requires a short period (up to 15 minutes) of separation to regulate. The aim of this is to return the child back to their learning as soon as possible. A brief record of the strategy being used will be made by the ELT member.	ELT	No After the 3rd period in a half term parents/carers will be informed
Supervised Time Out	Y4 – Y6	To be used is there is sustained significant disruptive behaviour In class. It will be an extended period of time out of class (15 mins to 1 hour or longer after review with DHT/HT). The child will complete work/learning while supervised. A Behaviour Incident form will be completed by the ELT member on	ELT	Yes on the same day

		duty. This will include input from the teacher and child.		

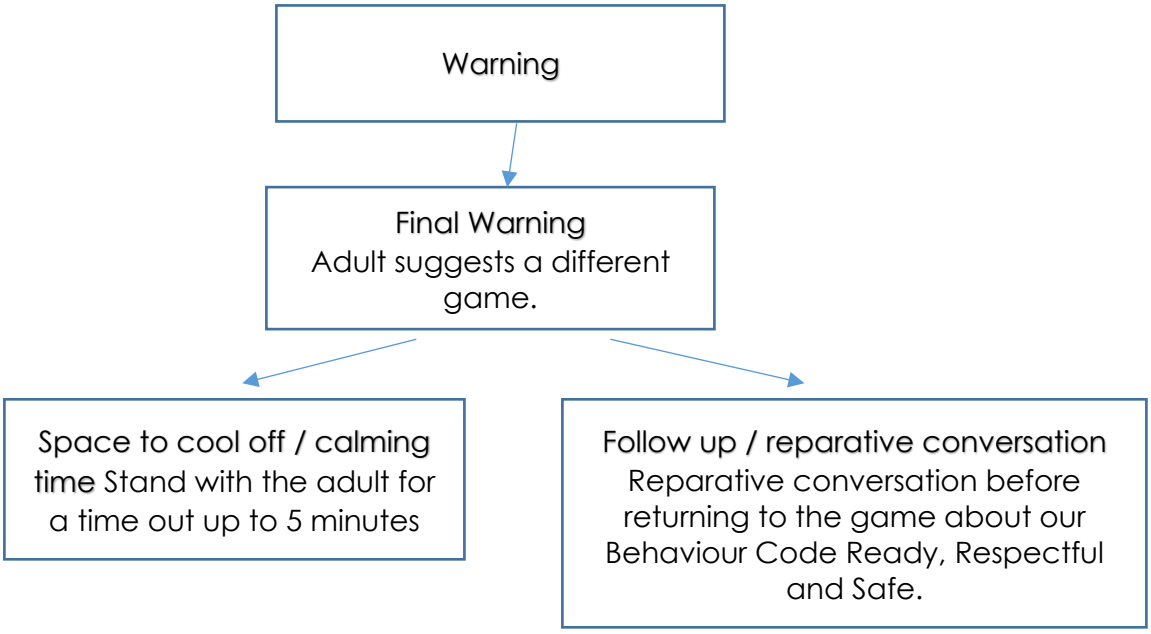
m) Consequence system break, lunchtime and when eating lunch

i. When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively.

ii. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment.

iii. If an adult is told about an incident which was not witnessed by an adult, they will have a restorative conversation with the children who were directly involved. The adult determines if the incident meets the criteria for extreme behaviour which will require the completion of a Behaviour Incident Form. If a child has sustained an injury, they will be sent to the office for first aid and the injury recorded in the accident book.

iv. Outside at break and lunchtime



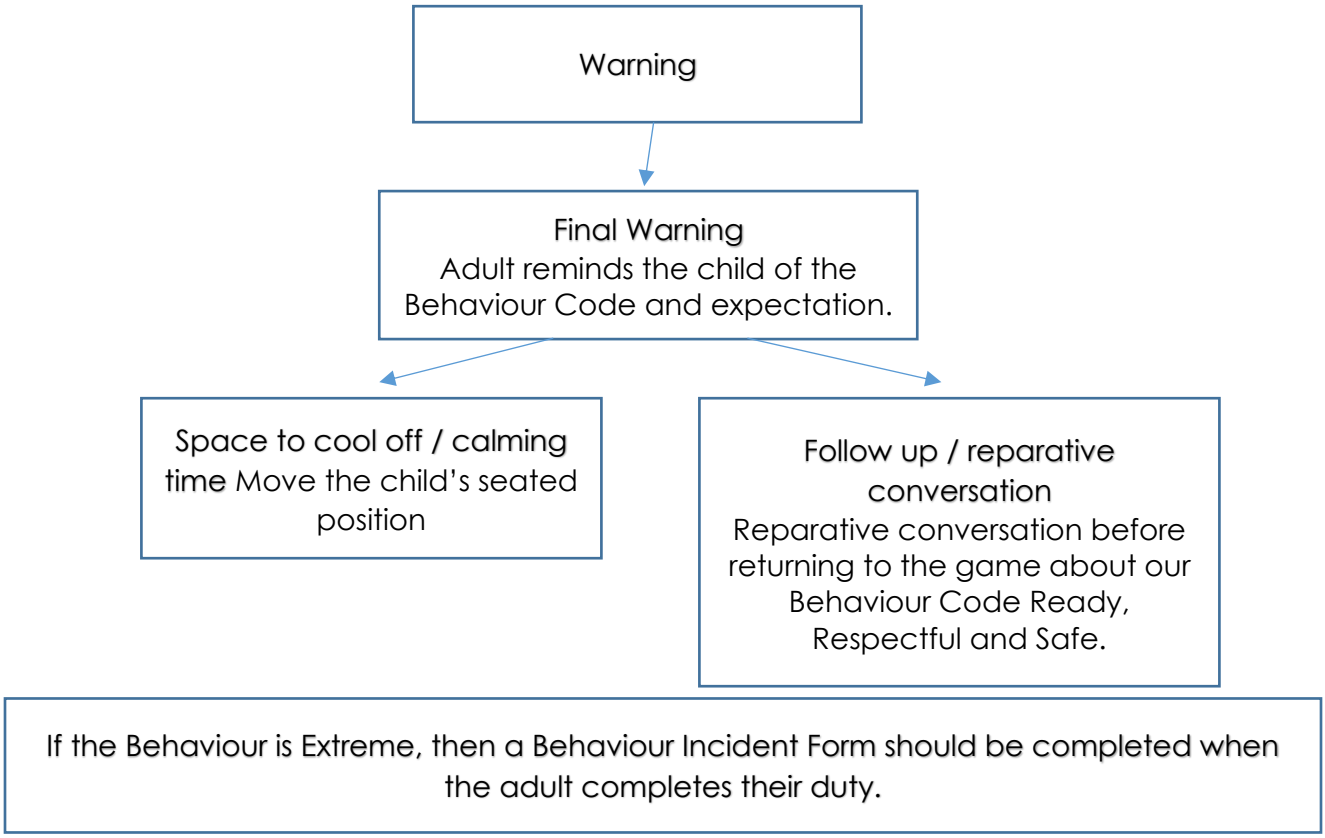
If the Behaviour is extreme, then a Behaviour Incident Form should be completed when the adult completes their duty.

Extreme behaviour may include:

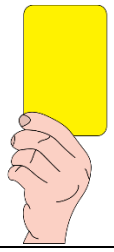
- Violent physical contact with the intention to harm.
- Defiance and rudeness towards an adult.
- Persistent taunting, teasing and bullying behaviour.
- Any other at the Headteacher's discretion.

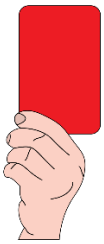
There may be a rare serious incident and this should be expediated to a member of the Extended Leadership Team.

v. Inside the hall or studio when eating



vi. Consequence system for refereed football game at break and lunchtime

Warning	At the referee's discretion a warning will be issued by for: • A dangerous tackle • Obstructive behaviour • Lack of respect to the referee. The referee will remind the child of the Behaviour Code and expectations of behaviour.
	If the behaviour is repeated a yellow card will be issued. The child is required to sit on the side line for 5 minutes.

	If a second yellow card is issued this equates to a red card, which means: • The child is sent to the LMT office to regulate straight away. If the child refuses, then a Behaviour Incident form must be completed.

vii. Triage and Reflections

- After receiving a Behaviour Incident Report Form has been completed, the incident will be triaged by a member of the ELT and the child may be required to miss some break time for a Reflections session. This will be an opportunity to reflect on their actions and ways that they can positively improve on their behaviour and choices in the future. Through Mindful Awareness (MindUp), discussions will include how the brain has been involved in situations, to build resilience.
- If a child has not followed the school's Behaviour Code and this has prompted 3 reflection sessions within a half term period, they will be required to spend break and lunch time away from the playground/field for two days. This will endeavour to break the pattern and encourage the child to make better/safer choices in future.

n) Extended Services

There is a separate, but similar system that is used in Extended Services.

Warning

Final Warning

Inside/Outside
The adult will talk to a child about choices. A change of activity may be suggested.

Space to cool off / calming time

Inside
Moved for up to 5 minutes (EYFS/Key Stage 1) or up to 10 minutes (Key Stage 2) within the current room.

Outside
Child stands in the time out area (decided by the adult) for 5 minutes (EYFS/KS1) or 10 minutes (KS2)

Follow up / reparative conversation
Removed to another room (hall/playground/ Club House, class or Club Room) for up to 5 minutes (EYFS/Key Stage 1) or up to 10 minutes (Key Stage 2)

Extended Services Leader to discuss choices.
Where there are concerns about persistent disruptive behaviour at Extended Services, a meeting will be required with Parents/Carers. A plan will be agreed and sustained improvement in behaviour must be shown or your child's place at Sunrise/Sunset will be terminated with immediate effect.

o) Extra-curricular activities e.g. Internal Clubs, operate a two warnings system, which are recorded as 'marks'. After two marks, a child may be asked to leave the extra-curricular activity. For a significant breach of the school's behaviour code, two marks may be applied at the same time, terminating the child's place at the club with immediate effect at the Headteacher's discretion.

10. Suspension and Permanent Exclusion

a) All pupils are entitled to an education where they are protected from disruption and can learn in a calm safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious breaches of the schools' behaviour code.
b) Suspension and permanent exclusion will always be a last resort, and the school will endeavour to work with a family.
c) The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.
    i. Physical assault against a pupil
    ii. Physical assault against an adult
    iii. Verbal abuse or threatening behaviour against a pupil
    iv. Verbal abuse or threatening behaviour against an adult
    v. Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
    vi. Bullying
    vii. Racist abuse
    viii. Abuse against sexual orientation or gender reassignment
    ix. Abuse relating to disability
d) The process is in accordance with DFE and Surrey Exclusions Guidance.
e) Section 103 of the Education and Inspections Act 2006 places a duty on parents/carers to ensure that their child is not in a public place without justifiable cause during school hours.

11. Restrictive Physical Intervention by Staff
a) Restrictive interventions are used to prevent, restrict or subdue movement of the body, or part of the body, of a pupil. They include physical and non-physical actions.

b) DfE have defined the use of reasonable force and other restrictive interventions guidance – April 2026 as:

    i. Restrictive intervention means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the

umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

ii. Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

iii. Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

iv. Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

c) There are circumstances when it is appropriate for all staff in schools to use reasonable force to safeguard children. All members of school staff have a legal power to use reasonable force in certain circumstances, when there is a real and serious risk to someone's safety or to prevent serious disorder or significant damage. This might include:
   i. Causing injury to themselves or others.
   ii. Committing a criminal offence.
   iii. Damaging property.
   iv. Causing disorder among pupils at the school, whether during a teaching session or otherwise.

d) Acceptable techniques, adding the following detail:
   i. Leading and guiding by the arm or shoulders. Be mindful of the pupil's size and strength and avoid twisting the arm. This escort hold is for guiding a pupil who is not actively resisting but needs to be moved.
   ii. Separation and de-escalation, where you place your body between 2 pupils to create a physical barrier. Use your hands to gently push them apart at the shoulders or upper chest. The goal isn't to be aggressive but to break the physical contact between them. Talk calmly while doing this, e.g. "Stop, it's over now"
   iii. Lifting and removing. If a pupil is a danger to themselves or others and is refusing to move, you may need to lift them – this is best done by a staff member who has received specific training. Safest way is to use a "cradle hold" or a similar technique where you lift the pupil with support under their arms and legs, keeping their back straight. This reduces the risk of back or neck injury to both the pupil and yourself. Never drag a pupil.

e) We understand that some children find it difficult to transition from their parent/carer at the start of the school day. Our priority is to ensure every child feels safe, supported, and ready to learn. To assist with these transitions, staff may provide different levels of physical support based on the child's needs and parents/carers' wishes:
   i. Guidance and Encouragement: If a child requires gentle physical reassurance such as holding an adult's hand or receiving light guidance with a hand on their shoulder, this is considered everyday pastoral support. In these instances, no formal reporting (RPI form) is required.

ii. Restrictive Physical Intervention (RPI): A formal RPI record must be completed if a child actively resists the transition and a staff member is required to support the child's body weight or use physical force to guide them into the building against their will. Staff will always prioritize verbal encouragement and distraction techniques first.

f) De-escalation and Behaviour Risk Plans will document risk assessments to ensure that staff who work regularly alongside pupils, where the use of restrictive physical interventions may be required, can do as safely as possible.

g) A member of staff should consider the following when deciding whether it is reasonable to use a restrictive intervention:
   i. Is it necessary?
   ii. Is it proportionate?
   iii. Have you considered the pupil's welfare?

h) Risk assessments will identify staff who would benefit from Positive Touch Intervention Training.

i) Children should not be restrained in a way that affects their airway, breathing or circulation. Only the minimum force necessary to prevent injury or damage, should be applied. As soon as it is safe, restrictive physical intervention should be relaxed to allow the child to regain self-control.

j) Health checks will be carried out during and after the Restrictive Physical Incident.

k) Staff should not normally attempt to use restrictive physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to face violence in the course of their work.

l) Every effort should be made to ensure the presence of another adult in situations where restrictive physical intervention may be necessary.

m) In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example, to prevent a child running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something or endangering another child or adult.

n) Whenever a restrictive physical intervention has been used, a Restrictive Physical Intervention Form will be completed as soon as practicable after the event and should happen on the same day. This should be given to Headteacher or Deputy Headteacher who will ensure that parents/carers are informed on the same day and a copy of the RPI Form is also given to them. Any RPI forms will also be reviewed weekly at the Designated Safeguarding Leads' (DSL) meeting. Copies of the RPI forms will be kept in the School's Behaviour Folder. Follow up conversations with the staff and children involved should also take place to facilitate reflection, learning and to support pupil and staff wellbeing.

o) It is illegal to use force on a pupil for the purpose of punishment.

p) It is unacceptable to use force in a way that affects the pupils' airways, breathing or circulation, to cover the pupil's mouth and/or nose, or apply pressure to their neck or abdomen or to use forces when the pupil is on the ground.

a) The Governing Body must take all reasonable steps to ensure that the school's procedures for recording and reporting of the use of force, seclusion and restraint are complied with. Data should be reviewed and interrogated to ensure school leaders:
    i. Identify and implement improvements to policy and practices to encompass statutory requirements.
    ii. Identify areas of learning and development for staff to improve understanding and practice.
    iii. Understand pupils' repeat patterns and triggers to better support them and their parents/carers.
    iv. Identify any disproportionate use of restrictive interventions related to pupils who have SEND or protected characteristics.

b) Any complaints about the use of restrictive physical interventions should be dealt with in accordance with the school's normal complaints procedure.

12. Non-Restrictive Intervention

a) A Non-Restrictive Physical Intervention is an approach use to manage risk, without physically limiting a person's movement.
b) There are circumstances when it is appropriate for staff to have some non restrictive intervention with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:
    i. To give first aid.
    ii. To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate.
    iii. To comfort a distressed pupil.
    iv. To congratulate or praise a pupil, for example a pat on the back or a handshake.
    v. To demonstrate how to use a musical instrument/ how to hold a pencil or equipment.
    vi. To demonstrate exercises or techniques during PE lessons or sports coaching.
    vii. Side hugs.

c) In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:
    i. The school's Safeguarding Policy.
    ii. The applicable circumstances, such as whether there are other adults present.
    iii. The individual pupil's age.
    iv. Any other material factors, including but not limited to whether:

the pupil has SEND or other vulnerabilities or any alternative strategies that do not include physical contact can be used.

13. Seclusion

a) Seclusion should only be used as a safety measure and never as punishment. After an incidents schools should support pupils and staff involved, assess medical cares or needs.
b) According to the Department for Education, seclusion is a restrictive intervention. It happens when a student is confined alone away from others and is prevented from leaving.
    i. This includes locking or physically blocking a room.
    ii. It also includes making the student believe they will face punishment if they try to leave.
    iii. It applies even if there is no direct physical contact from staff.
    iv. It is different from temporary 'removal' of a student from classroom for discipline.
c) The guidance states that seclusion is strictly regulated and comes with strict safety rules:
    i. It is never a punishment or a choice for bad behaviour. Staff may also use it as an emergency safety measure to prevent immediate harm.
    ii. Staff must supervise the pupil at all times.
    iii. The student must be allowed to leave the space the moment the immediate risk of harm ends.
d) Under the updated regulations, schools face mandatory legal requirements:
    i. Recording: Schools must write down a formal record of every single seclusion incident.
    ii. Reporting: Schools must inform parents/carers as soon as reasonably possible, which usually means the same day.
    iii. Sharing records: Parents/carers must be given a copy of the actual written record for any seclusion event.

14. Anti-Bullying

a) Please see the Anti-Bullying Policy for further information and how this policy works in conjunction with it.

15. Racist Remarks

a) Racism is not tolerated at Stamford Green. Any racist incident should be recorded on a Behaviour Incident Record Form and reviewed by the Headteacher or Deputy Headteacher and reported to the Governing Body.

b) The school has a responsibility to report racist incidents to the Local Authority/DfE.

16. Sexual Violence and Sexual Harassment

a) Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. A Designated Safeguarding Lead will advise on the school's initial response. Each incident should be considered on a case-by-case basis.
b) Any incidents of child-on-child sexual violence or sexual harassment will be investigated using the Brooks Traffic Light Tool to categorise the sexual behaviours of young people.

Support will be provided and a referral to the Children's Single Point of Access (C-SPA) may be appropriate (in line with our Safeguarding Policy).

c) Stamford Green is clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable and will not be tolerated.

17. Behaviour incidents online

a) The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.
b) Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents/Carers are responsible for this behaviour. However, often incidents that occur online will affect the children in school and the school culture.
c) In the event of reports about behaviour incidents online involving Stamford Green pupils outside of school, these will be investigated as far as possible, where there is a direct impact on pupils within school. All parties will be asked to explain their accounts and parents/carers will be involved and notified where relevant.

18. Mobile Phones

a) Children should not bring mobile phones into school. The only exception to this is in Y6 where they might be needed if a child walks to or from school unaccompanied.
b) All mobile phones should be named, turned off, signed in and stored in the appropriate box upon arrival and collected at the end of the day.
c) The school accepts no responsibility for loss or damage to phones brought in to school.
d) Children are not permitted to use their phones until they leave the school premises.
e) If it is found that videos/photos or equivalent have been taken on school premises, then this will be treated as a serious breach of the School's Behaviour Policy and will be dealt with accordingly.

19. Children with Special Educational Needs or Disability or Social, Emotional or Mental Health Needs.

a) Stamford Green will take account of SEND and the circumstances of other vulnerable pupils by having regard to the Disability Discrimination Act and the SEND regulations in the Education Act.
b) All children at Stamford Green will be expected to follow the school's Behaviour Code. Stamford Green will make reasonable adjustments in the application of the Behaviour Policy for disabled pupils.
c) Stamford Green will monitor and be alert to the potentially disproportionate impact of the Behaviour Code on vulnerable pupils.
d) A De-escalation and Behaviour Risk Plan (appendix 5) may be created for specific pupils, which will proactively plan how the Behaviour Policy framework should be applied to individuals.
e) A list of children who have a De-escalation and Behaviour Risk Plan will be shared with all staff.
f) Children with specific behaviour needs will be given extra support and reasonable adjustments will be made. These adjustments will be co-ordinated by a member of ELT and/or class teacher in partnership with parents/carers.

20. Searching, Screening and Confiscation

a) Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and

confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

b) Banned items include:
   i. Knives and weapons
   ii. Alcohol
   iii. Illegal drugs
   iv. Stolen items
   v. Any article that the member of staff reasonable suspects has been, or is likely to be used to commit and offence or to cause personal injury to, or damage of, any person.
   vi. An article specified in regulation to tobacco and cigarette papers, fireworks and pornographic images.

c) Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil.

d) Children are not allowed to bring toys or items not listed in the uniform, presentation and equipment document from their homes, unless there are exceptional circumstances.

21. Record Keeping Monitoring and Review of Policy

a) Class teachers will feedback children's summary of behaviour at the Parent/Carer and Teacher Consultations.

b) All teachers will monitor and identify any patterns of deteriorating behaviour and identify what can be put in place to support.

c) Evaluation of the effectiveness of the policy is continuous and made through observations by all staff, and by regular review of reports including the Behaviour Incident Record Forms.

d) The effectiveness of this policy will be reviewed annually to reflect any changes in legislation or other relevant research.

e) Behaviour will be monitored by the Governing Body termly through the LMT report.

22. Staff Induction and Training

a) All staff have regular training on behaviour management in line with the policy
b) As part of the induction process, all staff have training on behaviour management.

23. Parental/Carer Involvement

a) At Stamford Green, active parental/carer involvement is welcomed, appreciated and encouraged to:

i. Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day.
ii. Understand and reinforce the school language as much as possible.
iii. Share in the concern about standards of behaviour generally.
iv. Support the work of the school.

b) Full support is expected from parents/carers in dealing with their child's behaviour. Parents/carers are encouraged to alert the school to health problems or any changes at home such as bereavements, which might affect a child's behaviour and/or performance at school.
c) Parents/carers will be notified of serious cases or persistent breaches of the school's behaviour code. Together, parents/carers and the class teacher will explore an appropriate support strategy to improve the child's behaviour pattern. However, staff will not routinely contact or inform parents of minor digressions.

Appendix 1

Guidance Notes

1. Consequences

a) This section outlines the consequences an adult should take to deal with unacceptable behaviour in the classroom. It includes micro scripts for each Phase to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

2. Restorative Conversations

a) Following an incident of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of ELT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

Consequences Y1 – Y6		
Inside School	**Playground**	**Script**
Verbal Warning	Verbal Warning	I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.) Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

Inside School	Playground	Script
The adult will talk to child about choices. A reminder of the Behaviour Code will be given to the child	The adult will talk to child about choices. A change of activity may be suggested	I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / another class, etc. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.) Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Inside School	Playground	Script
Space to cool off in class, in another class or in another designated space.	Child stands in the time out area (decided by the adult) for up to five minutes	I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes. Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' Child sent to designated area of the classroom. 5 - 10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance. Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc. If behaviour improves, return to class. If not or if child refuses, move to red or purple section.

Inside School	Playground	Script
Repair and Restore via a reflection session with the class teacher during break or lunchtime.	Child stands in the time out area (decided by the adult) for up to five minutes	Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time. 1. Are you Ok? What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? *Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

Appendix 2

Record of children required to attend Catch Up Time

Name	Date

Appendix 3

Restrictive Physical Intervention Form

Child's Name & DOB:	Staff Member Reporting	Incident Date/
Names of Others Directly Involved (staff and pupils)	Names of Witnesses (staff and pupils)	Time/Duration
		Nature of Incident

Ay relevant needs or circumstances of the pupil including SEND	SEND Status Code
	SEND Support/EHCP

Antecedents
(Events leading up to incident and any potential identified triggers)

Behaviour
(Description of what happened, how the pupil responded)

Consequences
(How did staff intervene, how did the child respond, how was the situation resolved, Phases)

Nature of Restrictive Physical Intervention used including degree of force, duration (seconds etc.) and any injuries sustained. (relevant language, training, estimation of duration etc)

What de-escalation techniques were used prior to physical intervention (tick the appropriate tick box)

Defusing		Time out offered	
Deflection		Time out directed	
Distraction		Changes of task	
Appropriate humour		Choices	
Proximity control		Limits	
Verbal advice/support		Consequences	
Rule reminder		Another member of staff	
Hurdle help		Take up time	
Planned ignoring		Other (please state):	

Justification for Physical Intervention (tick the appropriate box)

To prevent/interrupt:

A criminal offence	
Injury to pupil/staff/others	
Serious damage to property	
Significant disruptive behaviour	
Pupil absconding	
Other (please state)	

Why did you assess that it was necessary and proportionate?

Post Incident Support (details of any medical treatment for injuries or other adverse impacts).

Response and View of the Pupil

1. What happened?
2. What was said?
3. What did you notice about your brain? What part of your brain was in charge?

Details of Any resulting Injury (injury to whom and action taken as a result e.g. first aid, medical)

First Aid Book completed	Yes ☐	No ☐	Date:
Oshens	Yes ☐	No ☐	

Headteacher comment and actions:	Parents/Carers informed and RPI shared with them. Conversation to include behavioural triggers, warning signs, agreed behaviour support plan was followed, what might be done differently in the future. Yes/No

For HT/DHT use: Follow up conversation with staff and children has happened to facilitate reflection, learning to support wellbeing.		DHT/HT Initials Yes/No

Signed	Date	Time

Appendix 4

Behaviour Incident Form

Child's Name	Staff Member	Incident Date/
Names of others involved (staff and pupils)	Names of Witnesses (staff and pupils)	Time/Duration
		Nature of Incident

A – What led up to the incident?

B -Behaviour (Description of what happened, how the pupil responded) 1. What happened? 2. What was said? 3. What did you notice about your brain? What part of your brain was in charge?	  

C - Conclusion from ELT/LMT	Behaviour Folder Summary Sheet completed? Y/N	D - Moderated by	Communication • Parents/Carers: Pattern of 3 Y/N • Anyone injured: Accident book Y/N • Phone call to parent/carer Y/N

Reflection of Incident

1. Who has been affected by this?

2. What was happening in your brain? What were you thinking?



Amygdala/Guard Dog

3. What do you need to do next?

4. How will your brain help you in the future? What can you learn from this?



My Prefrontal Cortex (PFC)/ Wise Owl will help me by…



My Hippocampus/Hippo will help me….

5. How are you feeling now?



Using Mindful Awareness MindUp to reflect on situations

The brain is made up of three parts Prefrontal Cortex (Wise Owl), Hippocampus (Hippopotamus), and the Amygdala (Guard Dog). All the children have been taught about the roles of each different part and how they respond to situations. During a reflection session, the language of Mindful Awareness is used to help the children understand their own emotional processes. To broaden their awareness of the connections between their brain and their body, between what goes on inside and their actual experience.



My PFC (Ow)l helps me to think about possible choices.

- What is the right thing to do?
- How is the other person feeling? Are there any clues to help me? (Empathy)
- What will be the effects of my actions?
- What do I need to do to think this problem through carefully?



The Hippocampus (Hippo) helps me to remember strategies to stay calm.

- I can count to 10 and/or breathe slowly. Walk away, get help etc.
- What are the school rules? (School Behaviour Code)
- Have I been in a similar situation like this before? Was I successful managing this before?

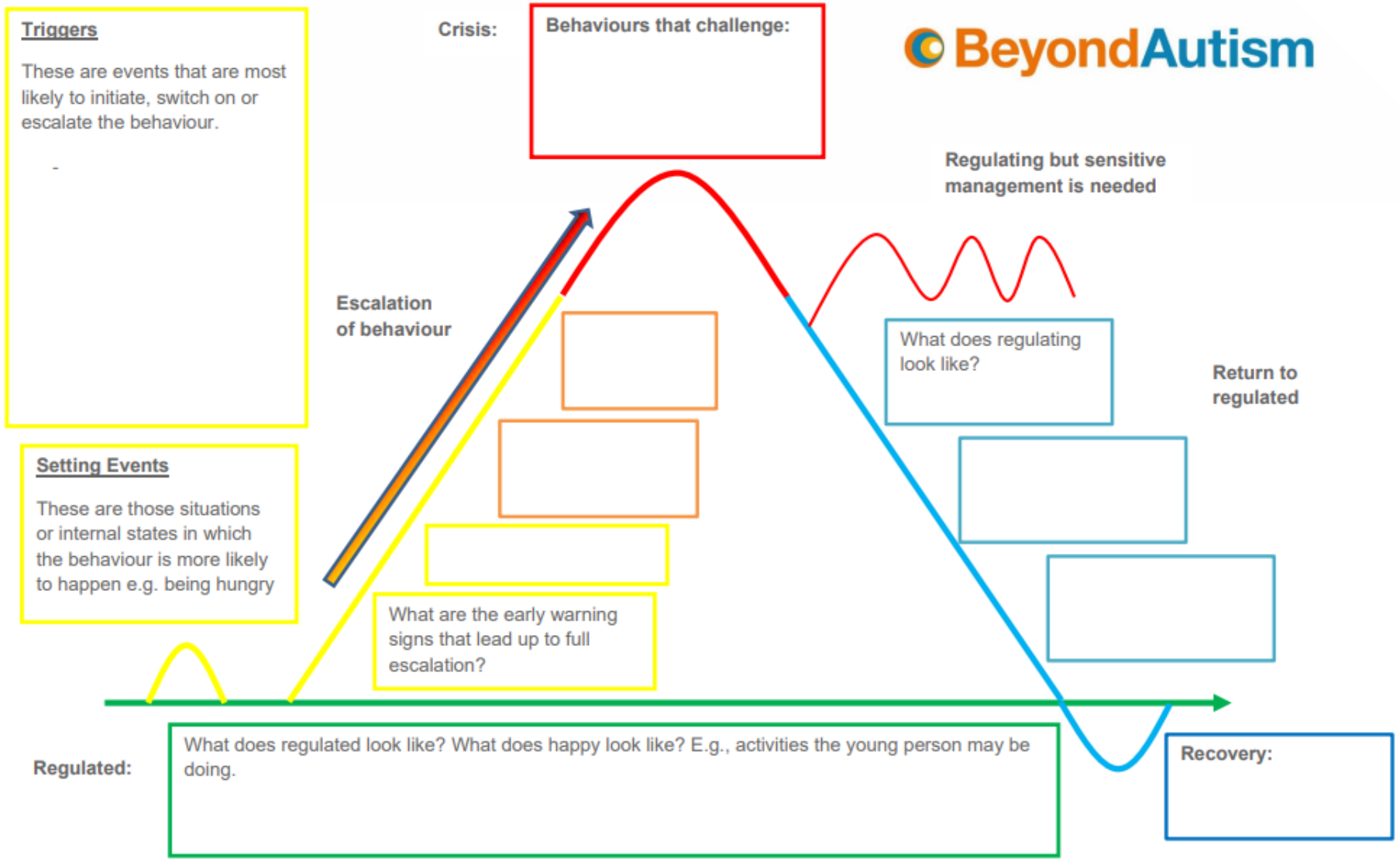


The Amygdala (Guard Dog) helps me to stay safe?

- Am I safe?
- Do I need to respond quickly?

Appendix 5

De-Escalation and Behaviour Risk Plan for _____



De-Escalation Plan	
Triggers These things cause distress:	
Setting Events These situations or internal states make the behaviour more likely:	
Escalation of behaviour The early warning signs before a full escalation are: When I am distressed, this is what you'll see:	
Crisis These are the behaviours that challenge:	
Regulating What does regulating look like? What helps me? What does not help me?	

When I am distressed, I will try these things: (What would you tell a friend to do who was feeling this way?)	
Recovery What is needed?	
Regulated What does regulated look like? What does happy look like? E.g. the activities the young person may be doing?	

Current Behaviour Risk

The Child	Peers	Staff	Environment

Reasonable Adjustments

What is in place	Review

Choices that are not ready, respectful and safe	Behaviour Plan Strategy	Consequence/Follow Up	Review
Refusal to complete work	• Alternative time given • Now and next activities negotiation • Task board • Visual timetable • Reduced demand on the day •		
Physical contact with others that is not safe or liked	•		
Damaging the environment	•		
Saying unkind things/insults/swearing	•		
Throwing items	•		
Running out of class	•		

Ongoing Review		
Date	**Comments and impact**	**Actions by whom and when**

Appendix 6

Establishing Weeks… And Beyond

Rationale

- Invest early in learning behaviours.
- No disruption to learning.
- Do it right, do it again. Philosopher Aristotle's words were interpreted by Will Durant: "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)
- Shared vocabulary throughout school.
- Working together to be the best we can – high expectations.



Be Ready	Be Respectful	Be Safe
• Sit still and listen to the adult. • Give the teacher 100% of your attention. • Work hard on given tasks. • Be in the right place at the right time.	• Say please and thank you. • Talk kindly to other everyone. • Say good morning/afternoon to adults. • Hold doors open for adults. • Help to tidy up at the end of the day.	• Keep your hands and feet to yourself. • Pick up anything that might cause an accident. • Tell an adult if you see anyone who is posing a risk.

Menu for future Establishing Week choices

Focus - FAB	What staff need to do	What the children need to do
When we are walking around the school, we are **FAB**.	• Have a class line up order all the time. • Walk in a class not year group. • Monitor from the middle – do not lead from the front. • Have line of sight checkpoints. • Be back in class before children after break and lunch.	**F** – Face front, standing straight **A** – Arms by your side **B** – Be on the left

Focus - Relationships	What staff need to do	What the children need to do
Relationships - Say hello or good morning at the start of everyday.	• Model morning greeting every day. • Promote 'beat the adult' to saying hello initiative.	• Be the first to say hello or good morning every day to members of staff they see at the start of the day.

	• Be aware of reasonable adjustments where some children might wave. • Ensure all children participate.	

Focus - READ	**What staff need to do**	**What the children need to do**
Environment – Showing respect for our school library	• Ensure the books go back in the right place by showing your class and letting them ask you if they are not sure. • Use the technology – projector, water wall and computer. • Scan and check you and your group have not left anything when you leave. • Ensure the purple cubby holes are used for shoes. • Ensure children cross their legs on the green reading shelf. • Leave it ready for the next user.	**R** – Right place for books **E** – Excellent sitting **A** – Attention on books **D** – Drop off shoes

Focus - CAN	**What staff need to do**	**What the children need to do**
All our books/folders/ whiteboard/activities demonstrate our school motto: 'Working together to be the best we can.	• Model what is expected and convey high expectations. • Check and redirect/model in every lesson. • Read and enforce the Presentation Policy.	**C** - Concentrate **A** – Apply and try **N** – Non-stop effort

Focus - IN	**What staff need to do**	**What the children need to do**
At the end of break and lunch times, the children are back in their classes ready for learning to start.	• All staff on break or lunch duty need to ring the bell or blow the whistle at: 10.37am for the end of break. 12.46pm for the end of KS1 lunch or 1.04pm for the end of KS2 lunch. (This so the children can hear wherever they are playing). • Staff on break or lunch duty need to actively tell the children to move	**I -** I hear the bell/whistle/music **N** - Now I move quickly to class

	quickly to their classrooms. • Teachers should be in their classrooms at 10.37am, 12.46pm or 1.04pm ready to greet the children so learning can start. There should be no queuing outside classrooms.	

Focus - EAT	**What staff need to do**	**What the children need to do**
We enjoy a calm lunchtime.	• Children can line up with their friends rather than lining up order. • Ensure that the children use **FAB** walking when they arrive, queue and exit the hall. • Encourage children to pick up any dropped food or cutlery immediately. • Support the children as they wipe their table down and sweep the floor.	**E** – Everyone use their quiet indoor voices **A** – Always use your manners (please and thank you) **T** – Tidy away your plate, cutlery, or lunchbox, table and the floor.

Focus - FANT	**What staff need to do**	**What the children need to do**
In class, we use **FANT**astic listening	• Organise seating positions to maximise learning including 'carpet places. • Prepare resources in advance so the classroom is organised and efficient.	**F** – Face forward, hands together **A** – Always sit up straight **N** – Never interrupt **T** – Track the speaker

Focus – Learning Journals	**What staff need to do**	**What the children need to do**
Learning Journals demonstrate our school motto: 'Working together to be the best we can,	• Teachers provide Wonde Stickers etc for the first page in the first week of the autumn term. • Teachers reference SIMS for each individual's house so that the front page of the Learning Journal is completed on day one. • YN – Y1 CTs ensure that parents/carers complete weekly reference to homework tasks.	**Learning Journals:** • On the first day of school, Y1 to Y6 children complete the front page of their Learning Journal. • Fill in their Learning Journals as per the Homework Policy. • Children should correctly use capital letters for names.

	• CTs reference Appendix 1 in the homework policy for clear expectations. • CTs ensure that all books are kept in pristine condition with no graffiti. • Children need to start a new page for a new piece of work.	• Look after their Learning Journals and not deface them.

Focus - SHAPE	**What staff need to do**	**What the children need to do**
We use '**SHAPE** your answer' to help us speak clearly in class.	• Insist the children speak in full sentences. Adult should model sentences to support younger children.	**S** – Sentences. No single word answers **H** – Hand away from your mouth **A** – Articulate. Don't mumble **P** – Project your loud clear voice **E** – Eye contact to hold the audience.

Focus - STEPS	**What staff need to do**	**What the children need to do**
Good manners - We use **STEPS** to politeness	• Adults model manners at all times • Adults model gratitude to others by thanking people for what they have done. • Adults insist that the doors are held open by children so others can pass.	**S** – Say their name if possible **T** – thank you **E** – Excuse me **P** – Please **S** – Smile and after you

Focus - PLAY	**What staff need to do**	**What the children need to do**
We play with our friends at breaktime and have fun.	• Actively identify any children who are alone outside and support them to find friends. • Actively stop any signs of rough play. • Support children to pay games • Provide loose parts in the exploration areas for children to use • Model and encourage the children to tidy away equipment.	• Demonstrate kindness by including children in your games. • Equipment is shared fairly. • No play fighting. • We already know we can play with each other so don't need to empower the other person by asking. • Follow our Positive Play Pledge **P** - Pull together **L** - Learn your limits **A** - Act responsibly **Y** - You can do it! • Stop playing and tidy up straight away when it is time to do so.

		• Go straight into class on the second bell.

Focus - **BEST**	What staff need to do	What the children need to do
We wear our school uniform with pride for our school.	• Gently remind children of the uniform policy and expectations. • Regularly and consistently remind. • Communicate with parents/carers using the uniform information sheet letter. • Unless there is medical advice, plimsols from the office are to be worn instead of trainers. • Organise the classroom so children know where their coat pegs are and how to hang up their coat and bags efficiently. • Monitors ensure that the coats remain tidy throughout the day. • Check that all uniform is named at the start of each term.	**B** – Best appearance. **E** – Everyone with a jumper/cardigan (if cold). **S** - Shoes not trainers or boots. **T** – Tuck your shirt in. • Hood down inside school • Fleeces are only worn for PE. • School shoes are worn every day. Plimsolls will be supplied to any children who do not have school shoes. • Long hair needs to be tied back and fingers should not obstruct vision. • Look after your belongings and make sure that everything is named. • Any extra clothes (e.g. vests, shorts, base layers) should be out of sight under the school uniform.

Focus – **END OF DAY**	What staff need to do	What the children need to do
Leaving school at the end of the day.	• Staff encourage children to leave school calmly and show respect to others at this busy time. • Staff to remind children that when they are wearing school uniform they are representing Stamford Green both in and out of school. • Staff to ensure walking out of school to the gate is **FAB**.	• Children should be considerate to other people's needs, wishes and feelings when they arrive and leave the school. • Children cannot cycle or scoot until they have left the school premises. • Y6 children should not use their phones on school premises and should be aware of their environment when using them when leaving school.

Focus - **TIDY**	What staff need to do	What the children need to do
We all work together to keep our school tidy.	• Organise room so that children can access equipment easily but also	At the end of the day, the children clear up, stack the chairs and empty table tops

	return equipment independently. • Allow time for children to tidy efficiently and effectively at the end of each day with nothing left on the floor and desks tidy.	and ensure that there is nothing on the floor.

Reasonable Adjustments

While this process is intended for all children it will be applied differently in different year groups depending on the children's ages and may be applied differently for some children who have additional needs (SEND). For example, pupils who are neurodivergent may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour and establishing week expectations.