



Behaviour Policy

Agreed at (please indicate with a *):

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

Date: 2.12.21

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Behaviour Policy

1. Introduction

- a) Stamford Green Primary School and Nursery is a happy and caring school where expectations of behaviour are high. We aim to provide a safe and positive environment within which we seek to develop a mutually supportive attitude where children can understand and express their feelings and respect those of others. We aim to build a community based on partnership with parents, children, staff, governors and the wider community underpinned by our 7 commitments (Inspiring, Happiness, Values, Achieving, Ambition, Learning, Togetherness) which are embedded throughout school life.

2. Aims and Objectives for pupils and Governing Body Statement of Principles

Together and through our values we aim to:

- a) Encourage, model and teach good behaviour
- b) Develop self-motivation, self-confidence and high self-esteem - showing pride in themselves, their achievements, interest in their activities and pride in their school;
- c) Develop respect and tolerance for others' ways of life and different opinions;
- d) Show sensitivity and consideration for others - rejecting bullying and all forms of violence;
- e) Develop a sense of fairness and an understanding of the need for rules;
- f) Develop self-discipline, independence and determination - taking responsibility for their learning and their environment.

3. Our Behaviour Code (Whole school and in classrooms)



- a) The Behaviour Code is displayed in every classroom and around the school environment. The Equality Act (2010) sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. Some children with special needs may need an adaptation of the Behaviour Code to suit their individual needs. This will be determined by the Deputy Headteacher : Inclusion and/or Headteacher.
- b) The school reserves the right to ban any item or practice which, in the opinion of the Headteacher, could lead to difficulties between children or lessen the image of the school.

4. Promoting and rewarding good behaviour

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

- a) Praise both public or on an individual basis.
- b) Values buttons for values related behaviour/choices and monthly extra play for the winning house.
- c) House points*, various certificates, stickers, house flags.
- d) Teachers will offer praise and encouragement for effort and completing tasks. Homework Passport Values Buttons (HPVB) will be awarded to children in Y2 - Y6. See the Homework Policy for more information.
- e) Golden Awards and lucky dip – playground behaviour.
- f) Golden Sweatshirt/Golden T-shirt and merit certificate.
- g) Attendance certificates.
- h) Nursery children will have 'The rainbow' to inspire and reward effort; achievement and progress.
- i) In addition to the above, individual classes may have their own reward systems.
- j) *When a teacher sees the school code or one of the 7 commitments being followed, house points will be awarded with a maximum of 3 house points given at any one time. 1 house point will be given as the norm and 3 for something outstanding.
 - 35 house points in a term = Bronze certificate in Learning Journals
 - 70 house points in a term = Silver certificate in Learning Journals
 - 105 house points in a term = Gold certificate in Learning Journals

5. Sanctions

- a) The Stamford Green 'step system' deals with inappropriate behaviour/choices for all children (Nursery to Year 6). If children do not adhere to the school's behaviour code, then they will be placed on one of the school's steps of consequence by an adult.
- b) All staff 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.

Children are supported to consider who has been affected and what they need to do to make things right.

- c) There are two systems that operate alongside each other during the school day, one for inside the school building and the other for the playground.
- d) There is an age appropriate version for children in the Nursery.
- e) There is a separate but similar system that is used in Extended Services.
- f) The inside school and playground systems are run separately and do not accumulate.
- g) Each day children start afresh (steps will not be carried over – however the Step Record Sheet will be kept by the class teacher to monitor frequency.) Behaviour will be reported at termly parents' evenings.
- h) Details of steps given are not passed on to secondary schools but a general discussion on behaviour might happen during transition meetings.
- i) Extra-curricular activities operate a 2 warnings system, which are recorded as 'marks'. After 2 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.
- j) For allegations of abuse made against teachers or other staff, processes dictated in part 4 of 'Keeping Children Safe in Education (September 2019)' will be followed.

Steps of Consequence YR – Y6		
	Inside School	Playground
Pre-step	Verbal Warning	Verbal Warning
Step 1	Name recorded on the Steps Record sheet (See Appendix page 9)	The adult will talk to child about choices. A change of activity may be suggested
Step 2	Moved for up to 5 minutes (EYFS/Key Stage 1) or up to 10 minutes (Key Stage 2) within class	Child stands in the time out area (decided by the adult) for up to 5 minutes
	At a teacher's discretion, during assembly, a warning will be issued followed by a step 2 straight away if the behaviour code is not being followed.	
Step 3	Removed out of class for up to 5 minutes (EYFS/Key Stage 1) or up to 10 minutes (Key Stage 2)	Child stands in the time out area (decided by the adult) for up to 5 minutes – Class teacher informed
	At a teacher's discretion, where individuals cannot be identified, groups of children may be slightly delayed in going out to play or entering the school, if the behaviour code is not being followed.	
Step 4	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 5 minutes – Class teacher informed.

Step 5	After an investigation and the decision moderated by another member of the LMT, the child will attend a reflection session** during a break or lunchtime. Parents informed by a letter (See Appendix page 17)	
Step 6	Internal Exclusion – Parents informed verbally by a member of the LMT	Internal Exclusion - Parents informed verbally by a member of the LMT

k)

Steps of Consequence for Nursery	
Pre-step	Verbal Warning
Step 1	Name recorded on the Steps Record sheet (See Appendix page 9). The adult will talk to a child about choices. A change of activity may be suggested.
Step 2	Move away from current activity and child can choose another activity
Step 3	Time out with a visual prompt, after which the incident can be discussed.
Step 4	Age appropriate reflection session with Nursery staff.
Step 5	Member of the LMT called to Nursery classroom. Parents informed by telephone call or face to face conversation with a Nursery staff.

l) All situations are investigated using a restorative approach.

m) In certain instances, a child may be awarded an instant Step 5, as per the examples below. Please note that this list is not exhaustive. All instant Step 5 incidents will be investigated by 2 members of the LMT before a final decision is taken.

a	If a child receives three step 3s within one week
b	Persistent refusal to follow adult instructions
c	Intentional harmful physical contact with a child or adult
d	Racial, cultural, disability or any discriminatory abuse
e	Inappropriate language or tone at an adult
f	Deliberately intending to endanger another child or adult
g	Deliberately damaging any property
h	Stealing
i	Biting
j	Any other significant breach of the Behaviour Code may result in an immediate step 5 or 6 at Headteacher's discretion

n) If children reach step 4*, they will be required to attend a 'Reflection' session with a class teacher. If they reach a step 5**, they will be required to attend the 'Reflection' session with a member of the LMT. 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. (See Appendix page 16)

o) If a child receives three step 5s within one half term period they may be required to miss a week playing with the other children on the playground (playtime and lunch time). This will endeavour to break the pattern and encourage the child to make better/safer choices.

p) If a child reaches step 6 (internal exclusion) they will be required to spend the day or away from their classroom, working independently with a member of the Extended Leadership Team. The

child will have a separate reduced work break and lunchtime to their peers. The LMT will use their discretion but in most cases the step 6 will begin from the time of the incident to the same time the following day, with a reintegration back into class before the end of the school day.

q) Sanctions for Extended Services are in the Appendix page 11.

6. Confidentiality

a) The school will not enter into discussions about other children and their level of consequence out of respect for their right to privacy and confidentiality.

7. Anti-Bullying

a) Please see the Anti-Bullying Policy for further information.

8. Racist remarks

a) Racism is not tolerated at Stamford Green Primary School and Nursery. Any racist incident should be recorded on a Behaviour Incident Record Form and reviewed by the Headteacher. Relevant parents will be informed. All incidents are recorded and monitored by a member of the Leadership and Management Team.

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

9. Sexual Harrassment

a) Any incidents of sexual harassment will be investigated using the Brook Traffic Light Tool to categorise the sexual behaviours of young people. Support will be provided and a referral to children Single Point of Access may be appropriate (in line with the Safeguarding Policy)

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

a) All children at SGPS will be expected to follow the school's behaviour code. Children with specific behaviour difficulties will be given extra support and reasonable adjustments made. These adjustments will be co-ordinated by the Deputy Headteacher for Inclusion and class teacher in partnership with parents.

11 Restrictive Physical Intervention

a) Surrey County Council fully endorses the underpinning principles published by the Department for Education and Skills/Department of Health (2002), being that the use of force should, wherever possible, be avoided and that there are occasions when the use of force is appropriate. The use of physical intervention should only ever be as a last resort following the application of other appropriate strategies such as withdrawing from the situation, de-escalation and the instruction to stop (Touch and the use of Restrictive physical intervention when working with children and young people 2010)

b) Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.

c) Staff should not normally attempt to use 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.

d) Every effort should be made to ensure the presence of another adult in situations, where physical intervention is a possible outcome.

- e) '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 young pupil running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.' (Education Act 1996: The Use of force to Control or Restrain Pupils'.)
- f) Whenever restraint has been used a Restrictive Physical Intervention Report will be completed and parents will be informed.
- g) As with all schools any form of physical punishment by staff is not allowed.

12. Record Keeping and Reporting

- a) Teachers will feedback children's summary of behaviour at the Parents' Evening. Reflections sessions will be recorded centrally.
- b) Teachers will record steps (1 – 5) given in the classroom.
- c) All step 5 and 6 incidents will be recorded on our online Assessment System (Otrack).
- d) All steps 5 and 6 will be reviewed weekly by the LMT.
- e) The incidents will be analysed twice per year and reported to the Governing Body.

13. Parental involvement

- a) Full support is expected from parents in dealing with their child's behaviour, in accordance with the home school agreement. Parents 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.
- b) Parents are notified in serious cases of misbehaviour or in the case of gradual deterioration of behaviour (upon the child reaching step 5 in a day) with the expectation that school and home will be able to support each other to prevent further occurrences.
- c) Establishing good habits for completing homework is important. Therefore, if homework is not completed or handed in on the designated day a child (Year 2 – 6) will attend a fifteen minute extra homework time session, where there is help/time to complete tasks.

14. Exclusion

- a) For a serious breach of the school's behaviour code, the Headteacher has the right to exclude children from school for a fixed term. In extreme situations in the absence of the Headteacher this may be exercised by one of the Deputy Headteachers.
- b) The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Headteacher. The process is complex and is in accordance with Surrey Exclusions Guidance.

15. Outside Agencies

- a) Close links are established with external support agencies – the Behaviour Support Team, Inclusion Officer, Educational Psychologist, Gypsy Roma Traveller Support (GRT REMA), Social Services, Health Authority and Police - and contact is made when appropriate.

16. Monitoring and Review of Policy

- a) 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 Form.
- b) Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

Name	Date	Step 4 Notes



Steps of Consequence for Extended Services (Sunrise and Sunset)

Extended Services	
Pre-step	Verbal Warning
Step 1	<p>Inside Name recorded on the Steps Record sheet (See Appendix page 9)</p> <p>Outside The adult will talk to a child about choices. A change of activity may be suggested.</p>
Step 2	<p>Inside Moved for 5 minutes (EYFS/Key Stage 1) or 10 minutes (Key Stage 2) within the current room.</p> <p>Outside Child stands in the time out area (decided by the adult) for 5 minutes (EYFS/KS1) or 10 minutes (KS2)</p>
Step 3	Removed to another room (hall/playground/clubhouse or clubroom) for 5 minutes (EYFS/Key Stage 1) or 10 minutes (Key Stage 2)
Step 4	Sent to Extended Services Play Leader to discuss choices.
Step 5	Sent to Extended Services Play Leader so apology letter can be written. Parents informed by telephone call or face to face conversation with a Playworker.
Step 6	Internal Exclusion – The child will spend the remainder of the session with the Extended Services Play Leader. Parents informed verbally. LMT will be informed as soon as possible

In certain instances, a child may be awarded an instant Step 5, as per the examples below. All instant Step 5 incidents will be investigated by the Extended Services Play Leader and moderated by another play worker.

a	If a child receives three step 3s within one week
b	Refusal to follow adult instructions
c	Intentional harmful physical contact with a child or adult
d	Racial, cultural, disability or any discriminatory abuse
e	Inappropriate language or tone at an adult
f	Deliberately intending to endanger another child or adult
g	Deliberately damaging any property
h	Stealing
i	Biting
j	Any other significant breach of the behaviour code may result in an immediate step 5 or 6 at Headteacher's discretion



Restrictive Physical Intervention 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
Antecedents (Events leading up to incident)		
Behaviour (Description of what happened, how the pupil responded)		
Consequences (How did staff intervene, how did the child respond, how was the situation resolved, steps)		

What de-escalation techniques were used prior to physical intervention (defusing, distracting, behaviour reminder, time out offered, choices, consequences etc)

Justification for Physical Intervention (injury to self or other, damage to property, disruptive behaviour etc)

Nature of Restrictive Physical Intervention Used (relevant language, training, estimation of duration etc)

Response and View of the Pupil

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

Headteacher comment

Parents informed

Signed

Date

Time



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	D - Moderated by	

Reflection of Incident

1. Who has been affected by this?
2. What was happening in your brain?



Amygdala/Guard Dog

3. What do you need to do next?
4. How will your brain help you in the future?



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



My Hippocampus/Hippo will help me....

5. How could you 'settle your glitter?' (Calm your amygdala)



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 (Owl) 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?



Stamford Green Primary School



2 February 2022

Dear Parent/Carer,

Behaviour Code - Notification of Step 5 Parent/Carer Email

All schools are required to have a Behaviour Policy and a copy of our policy can be found on our school website: <https://www.stamford-green.surrey.sch.uk/our-school/policies>

We are a happy and caring school where expectations of behaviour are high and we aim to provide a safe and positive environment.

Unfortunately, your child has not followed our Behaviour Code at school and the area of concern is highlighted below.

- We walk around school sensibly and quietly
- We respect each other, property and the environment
- We immediately follow instructions from adults in the school.
- We listen to and respect each other's opinions.
- We demonstrate our school values.
- We keep our hands and feet to ourselves.

The incident was thoroughly investigated and moderated by two members of the Leadership and Management Team (LMT) and your child will be attending a 'reflections' session with Mrs Druce.

The reflection session will give your child an opportunity to think about their choices and to develop strategies to help and avoid this from happening again.

Thank you for your support.

Yours sincerely,

Ms B Saunt
Principal School Secretary
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