



**Stowlawn Primary School**  
**Behaviour Policy and Statement of Behaviour Principles**

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## Contents

1. Aims .....	2
2. Legislation and statutory requirements .....	2
3. Definitions.....	3
4. Bullying.....	4
5. Roles and Responsibilities.....	4
6. Expectations and Attitudes .....	5
7. Rewards and Sanctions .....	6
8. Behaviour management.....	8
9. Pupil transition .....	10
10. Training .....	10
11. Monitoring arrangements.....	10
12. Links with other policies .....	10
Appendix 1: written statement of behaviour principles .....	11
Appendix 2: Graduated response and behaviour on a sheet .....	12

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### 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 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
- 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
  - 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)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

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: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic<ul style="list-style-type: none"><li>• Transphobic</li></ul></li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

We have a zero-tolerance approach to bullying and any instances of bullying, either alleged or proven, will be fully investigated and dealt with promptly.

#### 5. Roles and Responsibilities

##### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently, in line with our Expectations and Attitudes (section 6).
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the school Expectations and Attitudes
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Expectations and Attitudes

Children and staff worked together to form our expectations of conduct, and our attitudes that formed the traits we want to develop through their time at Stowlawn.

At all times, pupils are expected to be:

- Ready
- Respectful
- Safe

In all choices they make about their behaviour, attitude and conduct at school.

Children are also expected to strive to achieve their best. We have 6 key attitudes that we routinely refer to, promote and teach in all phases of school. These key attitudes are our **Stowlawn Six**:

- Kind
- Ambitious
- Honest
- Independent
- Resilient
- Creative

## 7. Rewards and Sanctions

### 7.1 List of rewards and sanctions

Children are recognised for demonstrating our expectations and attitudes in a number of ways including:

- Verbal praise
- Recognition boards
- Stowlawn Star awards
- Class Dojo points related to expectations and attitudes that link to positive rewards sent home
- Bespoke Class Dojo messages/pictures sent home to parents
- House points
- Stickers and visits to members of SLT to praise and reward

Each class will also work collaboratively for a whole class reward (pom-pom jar).

Alongside positive behaviour management will run immediate sanctions / restorative practice for behaviour. These are the protocols to follow not only in the classroom but in the lunch hall, playground, PE, Forest School. (Appendix 2)

<b>Step 1</b> Reminder	A reminder of the 3 simple rules / 3 step routine delivered privately, where possible. Repeat reminders if reasonable adjustments are necessary. <i>I like it when ... remember when you....</i>
<b>Step 2</b> Caution	A clear verbal warning, delivered privately, where possible, making the child aware of their behaviour, explaining again the expectations, and the next step should undesirable behaviour continue. Use the phrase: "Think carefully about your next step"
<b>Step 3</b> Last Chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to the previous examples of expected behaviours. If the child doesn't make the appropriate choice, at this stage attach " <i>Stay 5 minutes behind at the end of the session</i> ".  These 5 minutes are owed when the child reaches this step. It is not part of some future negotiation on the behaviours. It cannot be removed, increased, reduced or substituted. A conversation needs to be held with the child(ren) during these 5 minutes, lines of discussion could include, but not be limited to: " <i>Why do you think we are here? Was there anything you could have done differently perhaps? Once these 5 minutes are up, how would you like to proceed?</i> " The child needs to opportunity to discuss and reflect on the behaviours and previous reminders to make better choices moving forward.
<b>Step 4</b> In-Phase time Out	If the behaviour then continues, the child(ren) will then be escalated to the year group Phase Leader and receive an In-Phase Time Out. This could include a short time outside the classroom/working away from others/sat in a thinking space. This is a few minutes for the child to calm down, breathe and look at the situation from a different perspective and calm themselves. The Phase Leader will also need to discuss where the child(ren) is/are with their behaviour, try and re-establish expectations and agree next steps.
<b>Step 5</b> Restorative Repair	The restorative conversation. If behaviour has still not improved and the desired behaviour outcomes have not been achieved, the child will need to engage with a deeper, more detailed restorative conversation. Children will need to speak with one or a number of the following: their teacher/Phase Leader/member of SLT/parent. In this conversation the child(ren) will be expected to look at their ongoing behaviour choices and who has been affected, and how they can make the correct choice next time. Ideally this will happen on the day of the incident however, in limited circumstances, this may need to happen the following day. This conversation needs to go deeper than initial discussions and the child be given a clear voice, so they are heard and can hopefully find resolutions themselves.
Superseding this is any behaviour that needs instant intervention – e.g. violence towards another child / adult / throwing chairs / defacing furniture etc. The level of sanction imposed will be context-specific.	

In response to serious or persistent breaches of this policy, children may be asked to leave the classroom. They will be expected to complete the same work as they would in class but may complete this “time out” as an Internal Exclusion in another area of the school. Internal exclusions may include being sat with the Headteacher/Deputy/Phase Leader for a longer period. It may also include working in a different phase/year group for an agreed amount of time.

## **The Den**

The Den is a classroom used in school for children to reflect on their behaviour, speak to an adult and have any restorative conversations that are needed during lunchtime. A teacher may decide a period of time the child goes there. The Den is a safe space for reflection and discussion about the child’s behaviour.

### **7.1a Children with Special Needs**

There is a high expectation of behaviour of all children in the school, however, when considering responses to behaviour incidents, we shall ensure that children’s individual needs are considered. This may mean that children with EHCPs, or children who have individual special needs, are given individual steps to support them, and to allow them to feel successful. This support could include:

- Extra steps added to the 5-step recovery plan
- Enhanced/ personalised timetable
- Reduced timetable
- 1 to 1 support

### **7.2 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

Sanctions for sexual harassment and violence may include:

- Following our sanctions steps as above
- Contact with parents of children involved
- Informing governors of actions

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 or conduct early help
  - Refer to children’s social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information, which can be found on the school website using the link below:

<https://www.stowlawnprimary.co.uk/safeguarding>

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour 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

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip). In extreme circumstances, where pupil and staff safety is a concern, a decision could be made to not allow a pupil to attend a school trip. Any such decisions will be discussed and taken by members of SLT and wider safeguarding team only. These decisions will only be taken if no reasonable adjustments can be made and if the child's safety remains a concern.

With regards to extracurricular clubs and short events, sanctions for these activities could include not being allowed to attend those clubs for a given period of time.

### **7.4 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 take action 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 act 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, 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.

## **8. Behaviour management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display our Expectations and Attitudes, and use them as an integral part of classroom management



- Develop a positive relationship with pupils, which will include:
  - Establishing our “Meet and Greet” and “Fantastic Finish”.
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour / attitudes using the recognition boards
  - Concluding the day positively and starting the next day afresh
  - Using 5-step plan to changing behaviours
  - Using positive reinforcement and recognising children who go “above and beyond” our expectations

### 8.2 Physical restraint (Positive Handling)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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
- Follow Team Teach practices

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated.** These items will not be returned to pupils.

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

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

### 8.4 Individual Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will 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.

## **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour 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.

## **9. Pupil 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.

## **10. Training**

Our staff are provided with training and information on managing behaviour, including proper use of restraint, as part of continuing professional development.

Staff training records are held in school and updated on a regular basis.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing board annually. At each review, the policy will be approved by the headteacher.

Maintained schools, pupil referral units and non-maintained special schools add:

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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, sanctions 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 permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in 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.



Stowlawn Primary School  
Behaviour and Relationships one page profile



Our Values

**Ready      Respectful      Safe**

**Visible adult consistencies**

1. Meet and greet on gate and classroom
2. Notice, encourage and openly recognise positives
3. Fantastic finish at all transition points

**Visible Adult Behaviours**

1. Be relentlessly positive and have high expectations that everyone can achieve
2. Be calm, considered and consistent
3. Nurture and build relationships with unconditional positive regard for all

**Graduated Response**

**Step 1:**

Reminder - soft skills, expectations and continued circulation and return.

**Step 2:**

Caution - reminder good behaviour choices and values at every opportunity.

**Step 3:**

Last Chance - re focus expectations during 5 minutes to correct behaviours.

**Step 4:**

Time out with Phase leader / senior teacher for refocus of expectations and plan steps forward.

**Step 5:**

Restorative conversation - Removal to reset behaviour with teacher/phase leader/SLT – deeper look and discussion at what needs to change, who has been affected by behaviour, how can we repair.  
Parental home contact.

**Reminders (step 2) in public...**

1. You need to .....
2. I need to see you .....
3. I expect.....
4. I know you will.....
5. Thank you for .....
6. I heard what you said, now you need to....

**Microscripts (step 3) in private**

1. I need you to...
2. Thank you for listening...
3. Remember when you .....that's who I need to see today
4. At Stowlawn our expectations I need you to show are....

**First attention for best conduct**

- Acknowledge positive behaviour choices
- Use positive and personal praise
- Use positive reinforcement to engage
- Use non-verbal reminders
- Listen to the child and value their responses

**Praise in public**

**Reprimand in private**

**Recognition and praise in class**

- Verbal praise and recognition
- Recognition boards
- Over and above boards

**Rewards**

- Dojo points /stickers
- Pom-pom rewards
- House points
- Stowlawn Star