Behaviour, Relationships and Culture Policy

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Behaviour and Culture in Community Academies Trust Schools

The Community Academies Trust (CAT) approach to behaviour and culture is founded on the principle of high expectations and high regard, applied in equal measure.

Our schools are proud to set high standards for behaviour, with the expectation that:

- interactions are respectful at all times and in all places;
- bullying, discrimination, harassment and violence are never tolerated;
- high-quality teaching and learning are the norm, given their fundamental link to positive behaviour.

We believe that school culture is the foundation of successful pupil behaviour. We define school culture as:

The shared values, relationships and behaviours of pupils, staff and families.
It is the way the school feels, because of the way everyone behaves.

We believe that every child should feel safe and valued, confident that they belong within their school community.

Our non-negotiable shared values

- Every pupil has the right to learn;
- Every teacher has the right to teach without disruption;
- All members of our school and trust community are expected to take responsibility for their actions;
- When behaviour falls short of expectations, we seek to understand the child and support them to make better choices.

What our relationships look like

Strong and trusting relationships between pupils, staff and families create the consistency and positivity needed for children to thrive. In all CAT schools we:

- have high expectations of and high regard for every member of our community;
- respect each other by noticing, understanding and valuing our similarities and differences;
- ensure every child is recognised, respected and treated with dignity and care;
- follow trauma-informed, inclusive approaches, recognising individual needs;
- commit to ensuring excellence in our behaviours and attitudes.

What to expect from a CAT school

In all our schools, we:

- promote and celebrate good behaviour through recognition and rewards;
- use restorative approaches, including restorative conversations, wherever appropriate;
- work collaboratively to repair relationships, rebuild trust and move forward positively;
- prioritise inclusion by recognising that behaviour is often influenced by educational needs, disabilities, vulnerabilities and physical or mental health. Wherever possible, we adapt our approaches to meet individual needs, ensuring all pupils are in the best position to succeed.

Through high expectations and high regard for one another, we build strong relationships and a shared sense of responsibility, creating the conditions for every child to flourish.

Introduction

At Stoneydelph Primary School, we are proud to be part of Community Academies Trust (CAT). Our approach to behaviour and culture is rooted in the trust's commitment to ensuring excellence and is founded upon the principle of *High Expectations and High Regard*, applied in equal measure.

Stoneydelph Primary School is a learning community that provides all children with the opportunity to develop as independent, confident, effective and responsible learners through an enriched, real and vivid curriculum.

This policy aligns with statutory duties and should be read alongside the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Attendance Policy, SEND Policy, Equality Information and Objectives, Physical Intervention and Positive Handling Policy and other relevant trust policies and procedures.

This policy reflects current statutory guidance and has been developed in line with *Department for Education* guidance including:

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)
- Equality Act 2010 - (legislation.gov.uk)
- Keeping Children Safe in Education
- Use of reasonable force in schools (gov.uk)
- Supporting pupils at school with medical conditions (publishing.service.gov.uk)
- SEND Code of Practice - January 2015.pdf (publishing.service.gov.uk)
- Searching, Screening and Confiscation (publishing.service.gov.uk)
- Suspension and permanent exclusion guidance (publishing.service.gov.uk)
- Mobile Phones in Schools Guidance (gov.uk)

Principles of the policy

Stoneydelph Primary School is committed to providing an excellent education for every pupil. We believe that positive behaviour, strong relationships, regular attendance and a sense of belonging are essential to pupils' learning, wellbeing and future success.Our approach is underpinned by the following principles:

- Every pupil has the right to learn in a safe, calm, inclusive and stimulating environment where they feel valued, respected and that they belong.
- Every teacher has the right to teach without disruption, with clear, consistent and predictable expectations, routines and boundaries that enable effective teaching and learning.
- All members of our school and trust community are expected to take responsibility for their actions, developing respect, self-discipline, resilience, independence and an understanding that rights come with responsibilities.
- We maintain high expectations for behaviour, attendance, learning and relationships for all pupils, while recognising that some pupils may experience barriers which affect their attendance, behaviour, wellbeing or engagement.
- We use a trauma-informed and relational approach, recognising that pupils' experiences, relationships, additional needs and circumstances can influence how they communicate and regulate their emotions and behaviour. Where behaviour falls short of expectations, we seek to understand the child and the context behind the behaviour, while maintaining appropriate boundaries and expectations.

- We believe that behaviour can be a form of communication and seek to identify underlying needs and barriers where appropriate. Our response aims not simply to manage behaviour but to teach, support and enable pupils to develop the skills needed to make positive choices.
- We recognise the importance of regular attendance and punctuality in enabling pupils to achieve and thrive. We use attendance information to identify patterns and emerging concerns, understand individual barriers and work collaboratively with pupils, parents, carers and relevant professionals to provide timely and appropriate support.
- We are committed to equality, inclusion and accessibility. Pupils with SEND and other identified needs are supported through appropriate adaptations and reasonable adjustments so that they can access learning, school routines, attendance and behaviour expectations successfully.
- We recognise that reasonable adjustments and adaptations do not mean lowering expectations. Rather, they ensure that pupils are given equitable opportunities to meet high expectations and participate fully in school life.
- Our approaches to behaviour, attendance, relationships and learning are evidence-informed, drawing on relevant research and guidance, including evidence and recommendations from the Education Endowment Foundation (EEF). Where additional strategies or interventions are introduced, we consider their suitability for the individual pupil, implement them consistently and review their impact.
- We provide timely, targeted and proportionate support for pupils experiencing difficulties with behaviour, attendance, learning or wellbeing, adapting our approach when evidence shows that a strategy is not having the intended impact.
- We explicitly teach pupils the behaviours and skills required to learn, regulate emotions, build positive relationships, resolve difficulties, respond to challenge and become increasingly independent.
- We encourage pupils to reflect, repair relationships and learn from mistakes, ensuring that consequences are fair, proportionate and purposeful and contribute to pupils' longer-term development.
- We value strong relationships with parents, carers and the wider community, recognising the important role they play in supporting positive behaviour, regular attendance, wellbeing and achievement.

Our School Aims

Through our approach to behaviour, relationships and learning, we aim to:

- Provide an exciting, broad and balanced curriculum which engages pupils, inspires curiosity and develops lifelong, independent learners who achieve greatness.
- Provide a safe, supportive, inclusive and stimulating atmosphere in which all pupils can grow, succeed and achieve, whatever their background, circumstances or abilities.
- Ensure that pupils are supported to grow creatively, socially, emotionally and spiritually, developing confidence, resilience, respect and pride in their learning, background and beliefs.
- Develop pupils' ability to understand and regulate their emotions, make positive choices and develop respectful relationships with others.

- Promote regular attendance, positive behaviour and readiness to learn, identifying and addressing barriers early so that pupils can make the most of the opportunities available to them.
- Ensure that pupils with SEND and other additional needs are appropriately supported through reasonable adjustments, adaptations and evidence-informed strategies, enabling them to participate fully and achieve their potential.
- Grow strong and trusting relationships with parents, carers and the community, working together to overcome barriers and support pupils' education, attendance, behaviour and wellbeing.
- Help pupils to be forward-thinking, achieve their best outcomes and raise their aspirations for the future, developing the knowledge, skills, character and confidence they need to succeed.

Culture Before Consequences

At Stoneydelph Primary School, we prioritise culture before consequences. We believe that positive behaviour is built through strong relationships, a sense of belonging, clear routines, high-quality teaching, consistently high expectations and a shared commitment to respect. A home-school agreement is signed by the Headteacher, parent and child when a pupil starts school. See Appendix 1 for a copy of this document.

Sanctions have an important role in maintaining standards, protecting learning and ensuring safety. However, they are most effective when they sit within a positive, relational and inclusive culture where pupils understand what is expected of them and are supported to achieve these expectations.

We therefore strive to create an environment where every pupil feels safe, valued, respected and included, where positive behaviour and attitudes to learning are explicitly taught, modelled and recognised. Staff build trusting relationships with pupils and use calm, consistent and predictable approaches to help pupils understand and meet expectations.

Our approach is preventative, relational and trauma-informed. We seek to understand pupils as individuals and recognise that experiences, additional needs or circumstances may affect behaviour, attendance, emotional regulation and engagement. Where difficulties arise, we consider the underlying needs and barriers alongside the behaviour itself.

We maintain high expectations for every pupil, while recognising that some pupils, particularly those with SEND or other identified needs, may require reasonable adjustments, adaptations or additional support to access these expectations successfully. Adjustments are considered on an individual basis and do not mean lowering expectations.

We recognise that regular attendance is fundamental to learning and belonging. We work proactively to identify and understand barriers to attendance and engagement, working in partnership with pupils, parents, carers and relevant professionals to provide timely and appropriate support.

Where behaviour falls below expectations, we respond with consistency, fairness and accountability, while giving pupils opportunities to reflect, regulate, repair relationships and learn from their experiences. Consequences are proportionate and purposeful, with the aim of helping pupils develop the skills and understanding needed to make positive choices in the future.

Our approaches are evidence-informed, drawing on relevant research and guidance, including EEF evidence, and we review the impact of interventions and adaptations to ensure that support is effective and responsive to individual needs.

By prioritising culture, relationships, inclusion and high expectations, we create the conditions in which positive behaviour, regular attendance and a love of learning can become the norm, enabling every child at Stoneydelph Primary School to feel that they belong, achieve their potential and flourish.

All staff who work with our children have a responsibility to provide a safe environment in which pupils can learn by:

- Providing a safe, secure and stable environment;
- Treating pupils with respect, warmth and in ways that reflect our nurturing ethos;
- With staff modelling, encouraging pupils to use 'stop it please' to indicate to others that they are not happy about the way someone is acting towards them;
- With staff modelling, encouraging pupils to respect 'stop it please' as an indicator that something they are saying or doing is upsetting someone else;
- Being fair and just in responding to issues, actively listening to all sides;
- Setting clear boundaries for behaviour in the classroom and around school
- Ensuring pupils understand the order of consequence
- Writing classroom rules and expectations at the beginning of each school year and constantly reinforcing and making reference to them;
- Encouraging pupils to be involved in the development of their learning;
- Valuing all pupils within the class;
- Using praise, rewards and the agreed consequences consistently;
- Promoting independent learning and thought;
- Ensuring that the needs of individuals are met;
- Being a good role model to the pupils in our class and within the school.

Our School Code of Conduct: Work Hard, Be Kind, Show Respect

Stoneydelph Primary School is at the heart of the community it serves. We are a school of which everyone can be proud, where strong relationships between pupils, staff, parents, carers and the wider community enable our pupils to grow into confident, respectful and well-rounded citizens and achieve their goals and ambitions, now and in the future. Our 'Grow and Achieve' ethos is embedded in all aspects of school life. Our school is a family and we embrace the uniqueness of each of our pupils, encouraging them to work hard to the best of their ability, be kind to themselves and respectful to others. This is the golden thread of our school code of conduct:

We use kind words and actions and never hurt others.

We work hard and try to do our best at school, home and in the community.

We respect each other, our school and the world around us.

BE KIND, WORK HARD, SHOW RESPECT

As a school, we recognise our duties under the Equality Act 2010 and are committed to taking reasonable steps to avoid disabled pupils being placed at a substantial disadvantage by our policies, practices or provision. We consider individual needs carefully and make appropriate reasonable adjustments and adaptations to support equitable access, participation and achievement.

Leadership and Shared Responsibility for Behaviour

At Stoneydelph Primary School, creating and maintaining a positive behaviour culture is the shared responsibility of everyone within our school community. Our experienced staff

understand that positive behaviour is built through strong relationships, consistent expectations, effective teaching, appropriate support and a sense of belonging.

School leaders establish a clear and consistent approach to behaviour, attendance and relationships across the school. Expectations are communicated clearly to pupils, staff and families and are regularly reviewed to ensure that they remain effective, inclusive and responsive to the needs of our pupils.

Our Deputy Headteacher, as Behaviour Lead, works closely with the SENDCO, School Liaison and Support Worker, Senior Leadership Team (SLT), and wider staff team to monitor and evaluate the effectiveness of our approach. This includes reviewing behaviour and attendance information, identifying patterns and emerging concerns, considering the needs of different groups of pupils, and ensuring that appropriate support, adaptations and reasonable adjustments are put in place where required.

The Behaviour Lead works collaboratively with the SENDCO and School Liaison and Support Worker to identify and understand barriers experienced by pupils with SEND and other additional needs. Together, they support staff to implement appropriate adaptations and reasonable adjustments, ensuring that pupils can access high expectations for behaviour, attendance, learning and relationships. Where concerns persist, the Behaviour Lead, SENDCO and SLT work with pupils, families and relevant professionals to identify appropriate, timely and evidence-informed support.

The Behaviour Lead works alongside our experienced staff and OPAL Play Team to ensure that positive behaviour, relationships, inclusion and social development are promoted consistently across the whole school day, including during playtimes and lunchtimes. Our OPAL approach provides valuable opportunities for pupils to develop independence, cooperation, problem-solving, resilience and positive relationships in less structured environments.

Leaders use evidence-informed practice, including relevant EEF guidance, to inform approaches, interventions and support. The impact of strategies is reviewed so that provision can be adapted where it is not having the intended effect. Where pupils experience barriers to positive behaviour, attendance or engagement, leaders work with staff, pupils, families and relevant professionals to understand these barriers and provide timely and appropriate support.

All staff are responsible for contributing to the school's positive behaviour culture. Staff model the calm, respectful and inclusive behaviour expected from pupils and apply agreed routines, expectations and responses consistently. Staff recognise the importance of understanding individual pupils and, where appropriate, use a trauma-informed and relational approach while maintaining clear boundaries and high expectations.

Staff are expected to identify and respond to pupils who may require additional support, adaptations or reasonable adjustments, including pupils with SEND. Information about individual needs and effective strategies is shared appropriately so that pupils experience consistency across the school.

Governors and Trustees provide strategic oversight and appropriate challenge, receiving regular information about behaviour, attendance, safeguarding and inclusion. They support leaders in fulfilling their statutory responsibilities and in ensuring that Stoneydelph Primary School provides a safe, inclusive, orderly and supportive environment in which every pupil can attend, learn and flourish.

Ultimately, positive behaviour is everyone's responsibility. Through strong relationships, consistent practice, effective leadership, collaboration between the Behaviour Lead, SLT and SENDCO, an engaging curriculum and our whole-school OPAL approach, we work together to create an environment where pupils feel safe, valued and ready to learn.

Staff Induction, Development and Support

The school recognises that consistency is essential to maintaining a positive behaviour culture. All new staff, including temporary staff and volunteers receive appropriate induction into the school's behaviour expectations, routines and systems.

In addition, all staff receive regular training and professional development relating to behaviour, inclusion, safeguarding and pupil wellbeing. This may include training on de-escalation, trauma-informed approaches, restorative practice, special educational needs and disabilities, attendance, safeguarding and physical intervention and restraint.

School leaders will provide ongoing support and guidance to ensure that staff feel confident in promoting positive behaviour and responding appropriately when behaviour falls below expectations.

Pupil Transition and Induction

Successful transitions are important in helping pupils feel safe, secure and ready to learn. The school provides appropriate support when pupils join the school, move between year groups or return following a period of absence, suspension or alternative provision.

Behaviour expectations, routines and the school Code of Conduct of ‘Be kind, work hard, show respect.’ are explicitly taught and revisited during transition and induction activities. Where necessary, personalised support will be provided to help pupils successfully reintegrate into school life and re-establish positive learning behaviours. This may be delivered in a small group or 1:1 with our trainer ELSA therapist or School Liaison and Support Worker.

Restorative Practice

At Stoneydelph Primary School, restorative practice is an important part of our relational and trauma-informed approach to behaviour. It provides pupils with opportunities to understand the impact of their behaviour, take responsibility for their actions, repair harm and rebuild positive relationships.

When behaviour has caused harm or damaged a relationship, we seek to move beyond simply applying a consequence. Pupils are supported to reflect on what happened, consider the impact on others, understand different perspectives and identify how they can put things right. This is balanced with clear boundaries, high expectations and appropriate consequences where required.

Restorative conversations are calm, respectful, age-appropriate and sensitive to individual needs. Pupils involved are given an opportunity to share their perspective and explain how they have been affected. We listen carefully to all those involved and seek to ensure that pupils feel heard, safe and respected.

The SENDCO works alongside the Behaviour Lead, SLT and staff to consider whether a pupil's SEND or additional needs may affect their ability to understand, communicate, regulate or participate in a restorative process. Appropriate reasonable adjustments and adaptations are made where required, and restorative approaches are adapted to reflect individual communication, sensory, emotional and social needs.

Our ELSA Therapist may provide additional support to pupils who need help to understand and manage their emotions, develop emotional literacy, build self-esteem, develop resilience or navigate difficulties in relationships. Where appropriate, ELSA support can help pupils prepare for or reflect on restorative conversations and develop the skills needed to repair relationships and make positive choices.

Our School Liaison and Support Worker supports the development of positive relationships between school, pupils and families. Where behaviour or conflict is linked to wider barriers affecting a pupil's wellbeing, attendance or engagement, they may work with the pupil and family to understand these barriers and identify appropriate support. They can also help to strengthen communication between home and school where this will support successful restorative work.

These roles work collaboratively with the Behaviour Lead, SLT, class teachers and wider staff team, ensuring that support is coordinated and that pupils are not expected to manage difficulties without appropriate help. Information is shared appropriately so that staff understand relevant needs and can respond consistently.

Where appropriate, pupils are supported to identify practical ways to repair harm, which may include an apology, restoring something that has been damaged, changing future behaviour or taking positive action towards rebuilding trust. A pupil who has experienced harm is not expected to forgive, reconcile or participate in a restorative conversation if this would not be appropriate for them.

Our approach recognises that pupils may have different levels of emotional regulation, communication and social understanding. SEND, individual circumstances and previous experiences are considered, and restorative processes are adapted accordingly. Pupils are given appropriate time and support to regulate before engaging in restorative work.

Restorative practice is used alongside, rather than instead of, appropriate consequences. Accountability and support work together: pupils are held to high expectations while being helped to develop the skills and understanding needed to make better choices in the future.

Through this collaborative approach, Stoneydelph Primary School aims to strengthen relationships, promote empathy and responsibility, address barriers, reduce repeated difficulties and support pupils to repair relationships and move forward positively.

Promoting Positive Behaviour

At Stoneydelph Primary School, we believe that behaviour, like any other area of learning, must be explicitly taught, modelled, practised and reinforced over time. We do not assume that pupils automatically know how to behave in every situation. Through clear teaching, modelling, coaching, routines, repetition and positive reinforcement, we help pupils develop the behaviours, habits and attitudes that enable them to learn, build positive relationships and succeed.

Our approach is relational, inclusive and evidence-informed. Staff provide clear routines, consistent boundaries and predictable responses, while recognising that some pupils may require additional teaching, adaptations or reasonable adjustments to access expectations successfully. A green Positive Pyramid shows pupils the possible ways that they can be praised for positive behaviour. See Appendix 2 for Positive Pyramid Rewards and Recognition System.

Teaching Positive Behaviour

Alongside PSHE, assemblies, Talk Circles and everyday school life, our curriculum provides pupils with:

- a clear understanding of our school rules, values and expectations;
- explicit teaching and modelling of positive, respectful, responsible and inclusive behaviour;
- an understanding of behaviours that support learning, positive relationships, emotional regulation and safety;
- opportunities to practise expected behaviours in different contexts, including the classroom, playground, dining hall, assemblies, trips and wider community;

- an appreciation of fundamental British values and how these are demonstrated through everyday actions and relationships;
- clear understanding of the recognition and rewards used to celebrate positive conduct;
- an understanding that when expectations are not met, appropriate and proportionate consequences may be used alongside opportunities to reflect, repair and learn;
- opportunities to develop independence, resilience, responsibility and self-regulation.

Expectations are explicitly taught at the beginning of each academic year, revisited following school holidays and reinforced regularly throughout the year. New pupils are supported to understand our routines, expectations and school culture.

We recognise that positive behaviour includes regular attendance, punctuality, readiness to learn, positive relationships, active participation and engagement in school life. Pupils are encouraged to take pride in their learning, complete tasks to the best of their ability and increasingly take responsibility for their choices and progress.

Where appropriate, staff consider individual circumstances, SEND and other barriers to learning and behaviour. Reasonable adjustments and adaptations are made where necessary, while maintaining high expectations for all pupils.

Recognising Positive Behaviour

We believe that pupils are more likely to repeat positive behaviours when these behaviours are noticed, valued and recognised. Positive recognition communicates our expectations and values and enables all staff to reinforce Stoneydelph's positive behaviour culture.

Recognition is used clearly, consistently and fairly and focuses on the behaviours and attitudes we want pupils to develop. Staff use a range of approaches, recognising that meaningful praise and encouragement are often more powerful than tangible rewards.

Examples include:

- Verbal praise and recognition – staff regularly recognise pupils for effort, progress, contributions to learning, kindness, respect, responsibility, positive relationships, following school expectations and going above and beyond for others.
- Dojo points – staff may award Dojo points for positive behaviours and contributions. Where appropriate, these can be visible to pupils and communicated to parents/carers, providing an opportunity to celebrate success beyond the classroom.
- Stickers, postcards and certificates – staff may use stickers, praise postcards, certificates and other appropriate forms of recognition to celebrate individual achievements, positive choices or improvements.
- Positive communication with parents and carers – staff are encouraged to share positive news through phone calls, Dojo messages, photographs or examples of pupils' work. This helps strengthen the partnership between home and school and ensures that families hear about success as well as concerns.
- Celebration assemblies and awards – pupils may be recognised through awards such as Star of the Week, Always Award, Golden Welly or Headteacher's Award. Achievements may be celebrated in our end-of-week assembly and, where appropriate, shared with parents/carers through Dojo.
- Positions of responsibility – pupils are given meaningful opportunities to demonstrate responsibility and leadership. This includes Year 6 responsibilities and roles such as Head Boy/Girl, community ambassadors, digital leaders, house captains and school council representatives. These opportunities recognise pupils' strengths while developing independence, leadership and service to the school community.
- Whole-class and year-group recognition – classes and year groups may be recognised during celebration assemblies for demonstrating positive behaviour, teamwork, attendance,

relationships or commitment to school values. Rewards may include additional play opportunities or another appropriate shared experience.

- House points and collective rewards – Dojo points contribute to our house system and may be collated regularly. Where pupils reach agreed milestones, they may have opportunities to exchange accumulated points for an appropriate reward or experience. Rewards will be age-appropriate and reviewed regularly to ensure that they continue to support our wider behaviour culture.

Recognition, Not Bribery

Recognition and rewards are used to reinforce and celebrate positive behaviour rather than as a bribe for compliance. Our ultimate aim is for pupils to develop intrinsic motivation, self-discipline and an understanding that positive behaviour contributes to their own learning, wellbeing and the wellbeing of others.

Staff therefore ensure that praise is specific and meaningful, identifying the behaviour that has made a positive difference, for example: *"You showed great resilience by trying again when that was difficult"* or *"You noticed that someone needed help and acted kindly."*

Through consistent teaching, positive relationships and recognition, we aim to ensure that positive behaviour receives greater attention than poor behaviour. In doing so, we create a culture where pupils understand what is expected, experience success, feel valued and are supported to make increasingly positive choices.

Our approach is reviewed regularly by school leaders, including the Behaviour Lead, SLT and SENDCO, using pupil voice, staff feedback, behaviour and attendance information and other relevant evidence to ensure that recognition and reinforcement strategies remain effective, inclusive and appropriate for our pupils.

Resolving Minor Peer Conflict

We recognise that disagreements and friendship difficulties are a normal part of childhood. Learning how to manage disagreements respectfully is an important part of children's social development.

At Stoneydelph Primary School, pupils are encouraged to communicate respectfully, clearly and assertively when they are upset by the actions or words of another child. As part of this approach, all pupils are taught to use the phrase **"Stop it please."**

This phrase provides a respectful opportunity for a child to communicate that a behaviour is unwanted and should stop. Pupils are also taught that when someone says "Stop it please", they should immediately stop the behaviour and reflect on its impact.

If the behaviour continues or if a child feels unsafe or worried, they should seek support from a member of staff immediately. Staff will always take concerns seriously and provide appropriate support.

This approach supports pupils in developing confidence, communication skills and healthy relationships while ensuring that adults remain available to intervene whenever necessary.

Responding to Behaviour that Falls Below Expectations

At Stoneydelph Primary School, poor behaviour is rare. When behaviour falls below expectations, staff respond calmly, consistently and proportionately, maintaining pupils' dignity and positive relationships while ensuring safety and protecting learning.

Our response focuses on understanding, accountability and learning. Staff consider individual circumstances, including SEND and other additional needs, and make appropriate reasonable adjustments or adaptations where required. Consistency means providing a fair and predictable response, not treating every pupil identically.

Where appropriate, restorative approaches help pupils reflect on their choices, understand the impact of their behaviour, repair harm and return positively to the school community. Consequences may include a reminder of expectations, restorative conversation, completing missed learning, repairing damage, temporary loss of a privilege or communication with parents/carers.

Behaviour that targets a protected characteristic is addressed promptly and appropriately. Serious or persistent behaviour may result in further sanctions, including suspension or permanent exclusion, in line with statutory guidance.

We believe support and consequences work together. Where additional support is needed, the Behaviour Lead, SENDCO, Parent Support and Liaison Worker and SLT work with staff, pupils and families to identify barriers and put appropriate support in place promptly. Our aim is always to help pupils learn from mistakes, develop positive behaviours and successfully re-engage with learning.

Escalated Sanctions

At Stoneydelph Primary School, poor behaviour is rare and our approach is focused on maintaining our positive culture through clear expectations, consistent routines and supportive responses.

Pupils have a fresh start each day. Where behaviour falls below expectations, staff provide clear reminders and opportunities for pupils to make positive choices and return to learning successfully.

Our Behaviour Escalation Procedure is represented by a Red Pyramid (see Appendix 3 for Behaviour Pyramid and potential consequences) , which provides staff with a clear and consistent framework outlining different levels of behaviour and the potential sanctions or responses that may be appropriate. The pyramid supports staff to respond proportionately and predictably, while allowing professional judgement to take account of the individual circumstances and needs of each pupil.

Positive behaviour and improved choices enable pupils to move forward positively, with the emphasis on learning from incidents, taking responsibility and maintaining positive relationships.

For more serious or persistent behaviour, the responses outlined within the Red Pyramid are followed, alongside appropriate support and restorative approaches where appropriate.

For pupils with SEND or additional needs, the standard approach may be adapted where necessary. The SENDCO, Parent Support and Liaison Worker, Behaviour Lead and SLT work with staff, pupils and families to consider appropriate reasonable adjustments, adaptations and personalised support strategies.

The aim of our approach is to ensure that pupils experience fair, predictable and proportionate responses, while being supported to understand expectations, regulate their behaviour, repair relationships and successfully re-engage with learning.

For the most serious incidents, including serious violence, significant bullying, discriminatory behaviour, sexual harassment, sexual violence or persistent breaches of school expectations, suspension, off-site direction or permanent exclusion may be considered. Any such decisions will

be made in accordance with statutory guidance and with careful consideration of individual circumstances.

Support Available

For pupils includes:

- Clear class rules and expectations displayed in the classroom, referenced and applied consistently
- Behaviour targets and plans
- Support plan targets
- Referral to Alternative Provision (e.g. Cornerpost)
- Use of external agencies eg: Crystal4SEN, SENIS

For parents /carers includes:

- Dialogue with the class teacher, including parents' evenings
- Home / school agreement
- Home / school diaries
- External agencies e.g. Malachi, Early Help Team, Family Practitioner.

For staff includes:

- Peer support
- Referral to SEND Hub for advice and strategies
- CPD
- We pride ourselves in being a united supportive staff.

Bullying

Bullying is behaviour that is intended to hurt someone physically or emotionally and is repeated over time. It often involves an imbalance of power.

Bullying may take many forms, including physical, verbal, emotional, online or discriminatory behaviour. Regardless of its form, bullying is never tolerated within our school community.

We are committed to creating an environment in which pupils feel safe to report concerns and confident that these concerns will be taken seriously. All allegations of bullying will be investigated promptly and addressed appropriately. Support will be provided both to pupils who have experienced bullying and to those whose behaviour has caused harm.

Further information can be found in the school's *Anti-Bullying Policy*.

Child-on-Child Abuse

The school recognises that children can abuse other children and that such behaviour can occur both inside and outside of school, including online.

Such behaviour will never be dismissed as banter, part of growing up or harmless behaviour. All concerns will be taken seriously, investigated appropriately and managed in accordance with the school's Child Protection and Safeguarding Policy.

The school is committed to creating a culture in which pupils feel safe to report concerns and know that they will be listened to and supported.

Further information on the school's response to child-on-child abuse, can be found in the school's *Child on Child Abuse Policy*.

Off-site Behaviour

The school's behaviour expectations apply both on and off site. The school may apply sanctions where behaviour outside school is considered reasonable and proportionate to address and where it affects the safety, wellbeing or education of members of the school community.

This includes behaviour that occurs:

- during school-organised activities or educational visits;
- when travelling to or from school, including on school transport;
- while wearing school uniform;
- when a pupil is otherwise identifiable as a member of the school;
- online or through the use of social media;
- where conduct has a negative impact on another pupil, the orderly running of the school or the reputation of the school.

Reports of bullying, including online bullying, and other incidents occurring outside school will be taken seriously, investigated appropriately and responded to in line with this policy. Parents and carers will be informed and involved where appropriate.

Any sanctions applied for off-site behaviour will be lawful, reasonable and proportionate to the circumstances.

Searching and Confiscation of Banned or Prohibited Items

To maintain a safe learning environment, pupils must not bring banned or prohibited items onto the school site.

Banned items include but are not limited to:

- Cigarettes, e-cigarettes, vapes, matches and lighters
- Energy drinks
- Laser pens
- Mobile phones. These should be handed in to a staff member at the start of each day and collected at the end of each day.
- Electronic equipment
- Any device or media that is reasonably suspected of being used to access pornographic images
- Any item brought into the school with the intention of being sold or passed on to other pupils which, in the Headteacher's opinion, will cause disruption or be detrimental to pupils' safety, wellbeing, the learning environment or the running and operating of the school.

This list is not exhaustive, and the school reserves the right to ban other items over time.

In addition to the above list, the DfE gives Headteachers and authorised staff the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items which may also be searched for and confiscated, may include but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or may be, used to commit an offence, cause personal injury or damage property

Where a search for a banned or prohibited item has been carried out, parents and carers will be informed.

Mobile Phones and Personal Devices

In line with current *Department for Education* guidance, pupils should not use mobile phones during the school day unless specific arrangements have been authorised by the Headteacher in exceptional circumstances.

Where pupils bring mobile phones to school, the school has clear procedures regarding storage and security. Devices should be switched off and inaccessible throughout the school day unless otherwise authorised, for example, when they are needed for a medical purpose.

The school reserves the right to search for and confiscate prohibited items in accordance with statutory powers and current DfE guidance. Any misuse of mobile phones, smart technology or online platforms will be addressed through the school's behaviour and safeguarding procedures.

Stonydelph Primary School's specific arrangements regarding mobile phones are as follows:

- Comply with the Mobile Phone Policy and Acceptable Use Agreement at all times.
- Not use mobile phones or other devices during the school day. These should be handed in to a staff member at the start of each day and collected at the end of each day, unless an exception has been granted and documented.
- Report any concerns, inappropriate content, or incidents to a trusted adult or member of staff.
- Use technology responsibly and respectfully, both in and out of school.

Inappropriate online behaviour

Where inappropriate online language or behaviour is reported in school, parents will be informed and appropriate consequences will be followed in line with the Child-on-Child Abuse Policy. Restorative conversations may take place involving all parties of which parents may be invited to attend as acceptable online behaviour outside of school is the responsibility of the parent of carer. The Child-on-Child Abuse Policy sets out our strategies for preventing, identifying and managing child-on-child abuse.

Allegations of abuse against staff

Allegations of abuse are taken seriously and allegations are dealt with in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort to maintain confidentiality will be made during investigation. Communities Academies Trust allegations against professionals' policy will be followed at all times.

Inclusion, SEND and Individual Needs

At Stoneydelph Primary School, we are committed to an inclusive approach to behaviour and recognise that behaviour may be influenced by a pupil's individual needs, vulnerabilities or wider circumstances. Staff seek to understand the reasons behind behaviour and identify barriers that may affect a pupil's ability to regulate, communicate or meet expectations.

We recognise that SEND, communication and interaction needs, emotional and social needs, medical conditions, trauma, adverse experiences, safeguarding concerns or other individual circumstances may affect how behaviour is presented. Where appropriate, staff work closely with families and relevant professionals to develop a shared understanding of a pupil's needs and identify effective strategies and support.

The school makes reasonable adjustments and adaptations to enable pupils to access learning, routines and behaviour expectations successfully. These may include adaptations to communication, routines, the environment, expectations, adult support, regulation strategies or the way in which behaviour is responded to. Adjustments are considered on an individual basis and do not lower expectations; they ensure that pupils are given equitable opportunities to succeed.

For pupils with an EHCP or complex additional needs, staff may use ABC (Antecedent–Behaviour–Consequence) charts to record and analyse incidents in greater detail. These help staff to identify triggers, patterns, possible functions of behaviour and the effectiveness of different strategies. Information gathered is used to inform adaptations, support plans and future approaches rather than simply recording the incident itself.

The SENDCO and Behaviour Lead work closely with SLT, class staff, families and relevant professionals to coordinate support where a pupil's needs are affecting behaviour, attendance, wellbeing or engagement. Where appropriate, this may include individual support plans, risk assessments, reasonable adjustments, personalised strategies or multi-agency support.

Effective communication is also essential in maintaining safety and providing timely support. All staff have access to a walkie-talkie at all times, enabling them to communicate quickly with colleagues and request additional support when needed. This supports a calm, consistent and proportionate response, particularly when a pupil requires additional adult support to regulate or when there is a concern about the safety and wellbeing of pupils or staff.

Physical Intervention and Reasonable Force

At Stoneydelph Primary School, the safety and wellbeing of pupils and staff is paramount. We prioritise positive relationships, effective behaviour management, prevention, de-escalation and early intervention to reduce the likelihood of situations escalating.

On rare occasions, it may be necessary for trained staff to use reasonable force to prevent injury, serious damage to property, serious disorder or to maintain the safety of pupils and staff. Reasonable force means using no more force than is necessary and proportionate in the circumstances. Physical intervention is never used as a punishment.

When considering the use of reasonable force, staff take account of the individual circumstances and any known vulnerabilities, including SEND, medical conditions or other additional needs, and make appropriate reasonable adjustments wherever possible.

Staff may use reasonable force where necessary to prevent a pupil from committing an offence, injuring themselves or others, damaging property or causing serious disruption. The Headteacher and authorised staff may also use reasonable force when conducting searches for prohibited items where permitted by law and statutory guidance.

Any use of reasonable force is lawful, necessary, reasonable and proportionate. All incidents are recorded, reported and reviewed in accordance with Trust procedures and statutory guidance. Where appropriate, parents/carers will be informed.

Identified staff with key responsibilities receive Team Teach training to support safe, consistent and appropriate responses to situations requiring physical intervention.

Further information is contained within the Physical Intervention and Positive Handling Policy, which should be read alongside this policy.

Higher level behaviour interventions

Suspension and Permanent Exclusion

At Stoneydelph Primary School, all pupils have the right to learn in a calm, safe and supportive environment, protected from disruption so that they can achieve and thrive. We recognise that suspension and permanent exclusion are serious measures and will only be considered when necessary, in accordance with statutory guidance and the school's behaviour policy.

The Headteacher may use suspension or permanent exclusion in response to serious incidents or persistent behaviour that does not improve despite appropriate support, interventions and consequences. Any decision will take into account the individual circumstances of the pupil, including SEND, vulnerabilities, reasonable adjustments and adaptations that have been considered or implemented.

Where a pupil has been suspended, work will be provided for them to complete during the suspension period. The school will maintain communication with the pupil and their parents/carers and will support a positive return to school.

Following a suspension, the pupil and their parent/carer will be invited to a reintegration meeting, usually with the Headteacher or a member of SLT. This provides an opportunity to re-establish expectations, reflect on what has happened and identify the support needed for a successful return. A Reflection and Reintegration Plan will be completed, with contributions from the pupil, parent/carer and relevant staff, and agreed actions recorded and shared with those involved. See Appendix 4 for Reflection and Reintegration Plan.

Where appropriate, restorative approaches will be used alongside consequences to help pupils understand the impact of their behaviour, repair harm and rebuild relationships. Existing support plans will be reviewed and, where necessary, adapted to address identified barriers and reduce the likelihood of further incidents.

Where a pupil is considered to be at risk of permanent exclusion, the SLT will review the support and strategies in place, working closely with the SENDCO, Behaviour Lead, pupil, family and relevant professionals where appropriate. This review will consider whether reasonable adjustments, adaptations, additional support or alternative strategies could enable the pupil to remain successfully within school.

The school is committed to maintaining high standards of behaviour while ensuring that responses are fair, proportionate, inclusive and focused on helping pupils re-engage successfully with school. Suspension or permanent exclusion will not be used without careful consideration of the circumstances and the school's responsibilities under statutory guidance.

Further information on suspensions and exclusions procedures can be found in *the CAT Suspension and Permanent Exclusion Policy*, available on our website.

Managed Move

A managed move is a permanent move to another school. A managed move is dependent on another local school accepting the pupil and a place is usually offered as an offsite direction before the pupil is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful. Parent/carer agreement is required for a managed move.

Off Site Direction

Off-site directions may only be used to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site directions should only be used where in-school interventions have been unsuccessful or are deemed inappropriate. Placements are temporary and parents will be notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day. The length of time a pupil spends in another mainstream school, or in alternative provision and the reintegration plan must be kept under review. Parent/carer agreement is not required for an off-site direction.

Pupil Voice – You Matter, We Care

At Stoneydelph Primary School, we believe that children should play an active role in shaping the culture of their school.

Pupil voice is therefore a central element of our approach to behaviour and wellbeing. Through our *You Matter, We Care* consultation approach, pupils are provided with regular opportunities to share their views about behaviour, relationships, safety, inclusion and wider school life.

These consultations take place at least termly and provide valuable insight into the lived experiences of pupils across the school. Feedback is carefully reviewed by school and trust leaders and used to inform decision-making, school improvement priorities and future developments.

By listening to pupils and acting upon their views, we demonstrate that every child matters and that their voice can contribute positively to the school and trust community.

Partnership with Parents and Carers

Strong partnerships between home and school are fundamental to positive behaviour, strong relationships and successful outcomes for children.

At Stoneydelph Primary School, we are committed to working collaboratively with parents and carers, recognising that children benefit when expectations are clear, consistent and supported both at home and at school. All pupils and their parents/carers are asked to sign a Home-School

Agreement when they join Stoneydelph, which sets out our shared expectations and responsibilities and reinforces the importance of working together.

The school will communicate openly and regularly with families, celebrate pupils' successes and seek to address any concerns at the earliest opportunity. We value positive communication and will work with parents and carers to understand individual circumstances, identify barriers and agree appropriate support where concerns arise.

We ask parents and carers to support the school's expectations, encourage respectful behaviour and positive relationships, promote good attendance and punctuality, and engage constructively with the school when concerns arise.

Where additional support is required, we will work with families and, where appropriate, the SENDCO, Behaviour Lead, SLT and relevant external professionals to identify appropriate strategies, reasonable adjustments and adaptations.

By working together, we create the consistency, trust and support that enable every child to feel valued, behave positively and thrive at Stoneydelph.

Preventing Recurrence of Misbehaviour

At Stoneydelph Primary School, we focus on understanding and addressing the reasons behind behaviour and providing proactive support to reduce the likelihood of repeated incidents, suspension or permanent exclusion. Pupils are supported to understand behavioural expectations and develop the skills needed to manage their behaviour successfully. We recognise that some pupils will require additional or more intensive support, and this is provided as early and proactively as possible.

Where concerns arise, support may include regular communication with parents/carers, home visits where appropriate, mentoring and coaching, short-term behaviour report cards, individual behaviour or support plans, restorative approaches, and involvement from relevant professionals or local agencies. The Behaviour Lead works closely with SLT, the SENDCO and staff to review individual circumstances, identify barriers and consider appropriate reasonable adjustments and adaptations.

Behaviour information is regularly monitored and analysed to identify patterns, recurring incidents and emerging concerns. This includes reviewing behaviour incidents, classroom removals, suspensions and exclusions, alongside information relating to attendance, safeguarding, wellbeing and *You Matter We Care* outcomes. Where appropriate, pupil, parent/carer and staff feedback is also considered.

The information gathered is used to evaluate the effectiveness and fairness of our behaviour systems and identify pupils who may benefit from additional pastoral support, alternative approaches, reasonable adjustments, adaptations or further assessment of potential unmet SEND needs. The school will consider whether existing strategies are effective and make changes where necessary.

The Behaviour Lead, SLT and SENDCO work together to ensure that support is coordinated and that patterns relating to individual pupils or groups are identified and responded to appropriately. Behaviour data is reviewed at least termly, with concerns addressed more frequently where necessary.

The implementation and effectiveness of the Behaviour and Relationships Policy are monitored by school and Trust leaders, governors and trustees. The policy is reviewed regularly to ensure that it remains effective, inclusive and aligned with statutory requirements, Trust expectations and current Department for Education guidance.

Appendix 1 – Home-School Agreement

Home School Agreement

A Home School Agreement is a statement explaining your child's school's aims, values, policies and procedures, its responsibilities towards its pupils, the responsibilities of the pupil's parents, and what's expected of pupils.

At Stoneydelph Primary School, we recognise each child as an individual, and aim to give all pupils every opportunity to realise their full potential. We believe that a close partnership between the school, parents and the child is essential.

It is therefore an expectation that all parents who wish their children to attend Stoneydelph Primary School will sign up to our Home School Agreement.

We also ask parents to ensure they share the Home School Agreement with their child and we will also discuss this in school.

The Responsibilities of the School

At Stoneydelph Primary School, we will:

- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships.
- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum, meeting children's individual needs.
- Provide a safe and happy environment where all pupils are valued, respected and listened to.
- Achieve high standards of behaviour by providing opportunities for your child to develop positive social relationships, self-esteem and a sense of responsibility.
- Teach your child about our school values friendship, teamwork, perseverance, honesty, respect and responsibility.
- Teach your child to develop a positive attitude to others, regardless of age, disability, race, religion or belief, sex, marriage or civil partnership.
- Promote high standards and high expectations of effort and attainment to ensure your child achieve their potentials.
- Keep you informed about your child's progress and behaviour, as well as their termly curriculum.
- Communicate the school expectations, routines, values and standards through teaching behaviour and in interaction with all pupils.
- Challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct.
- Allow pupils safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.
- Promote good attendance and punctuality.
- Keep you well informed about school life and special events through regular written communication, Class Dojo and via the school website.

Signed:  Head Teacher – Mrs Parsons

The Responsibilities of the Parents/Carers

All parents/carers will:

- Having chosen Stoneydelph Primary School for your child, accept the school's aims, policies and procedures, positively supporting the school.
- Ensure your child wears the correct school uniform and follows the school dress code.
- Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
- Avoid taking your child out of school for holidays. Taking your child out of school during term time may result in a £80 fine per child, per parent (charges correct as August 2024)
- Notify the school in the event of absence before 9.30am via the school absence answerphone
- Support the school's policies and guidelines on learning, behaviour, attendance and uniform.
- Support the school values.
- Attend parent/teacher meetings to discuss your child's progress.
- Support your child with homework that is set, including reading regularly, ensuring that this is completed on time according to school arrangements.
- Keep the school informed of any changes in circumstances (i.e. address, phone number, emergency contacts etc.)
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school.
- Support school in the teaching of safe and secure internet use at home.
- Respect all members of the school community, abiding by the policy of zero tolerance towards rude and aggressive behaviour.
- Regularly read information on the website/Class Dojo and school communication so that you are kept-up-to-date with important details of relevant policies, meetings, events and information about your child.

Signed: _____Print Name: _____

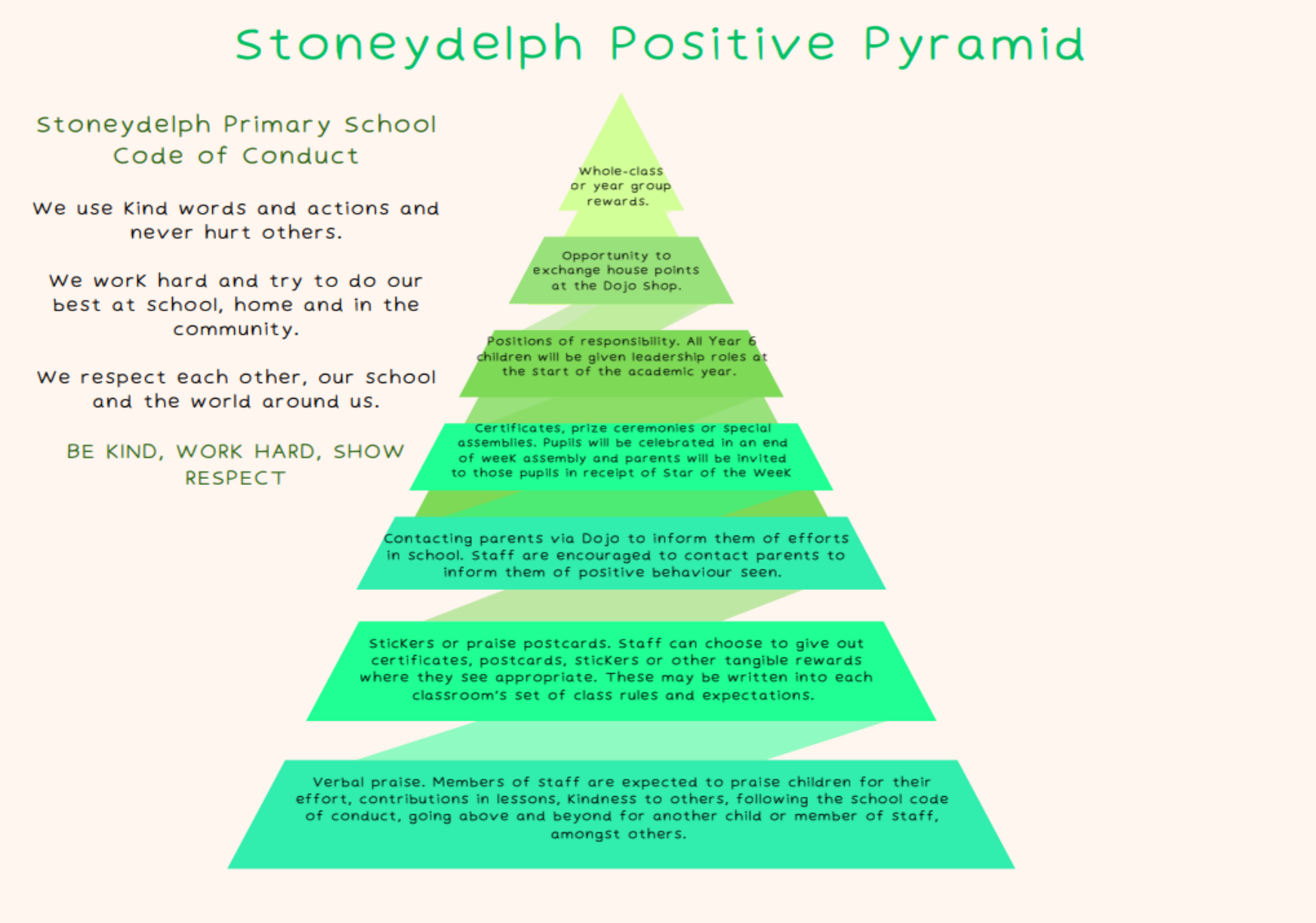
The Responsibility of the Child – Please read and discuss with your child

I agree to:

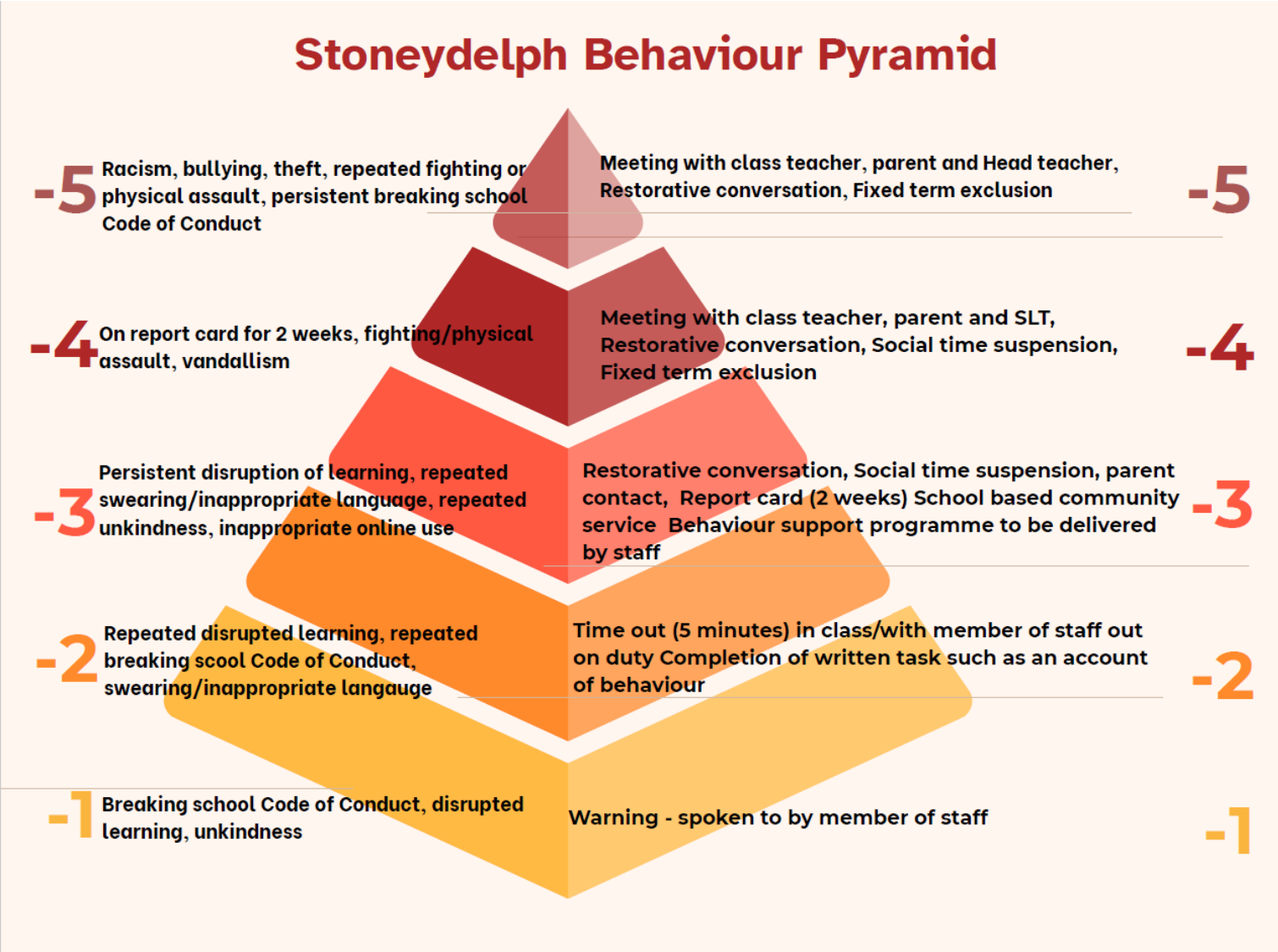
- Be responsible for my school and home learning, completing all tasks as well as I can, asking questions when I do not understand.
- Show that I am willing to work to the best of my ability.
- Contribute to the school culture.
- Be respectful towards others and behave in a safe and responsible way.
- Accept responsibility for the things that I do and to reflect on my behaviour and learning and learn from all experiences.
- Come to school on time, prepared for the day and wearing the correct school uniform.
- Use the internet safely as I have been taught in class.
- Talk to a grown-up if I have a problem.
- Demonstrate the schools values.
- Take good care of the school building, equipment and grounds.
- Follow class responsibilities and be ready for learning.

Signed: _____Print Name: _____

Appendix 2 - Positive Pyramid



Appendix 3 -Behaviour Pyramid



Appendix 4 - Reintegration and Reflection Plan

Reflection and reintegration plan

Date of reintegration meeting:		
Present at meeting:		
Pupil details		
Name:	**Year group:**	**Needs: PP/ K register** *e.g. Pupil Premium, CiC, CiN, SEND, EHCP*
Support around the pupil:	**Previous suspensions:**	**Current attendance:**
Suspension details		
Date of suspension:	**Date of return to school:**	**Number of days suspended:**
Reason for suspension *A brief summary of behaviour which led to the suspension and reference to the rule/policy. Include detail about the impact on others.*		
What have we learnt from this and what can we change? *This needs to take account of what happened, what should have happened and the impact on others. It is an opportunity to identify triggers/hotspots so changes can be made to prevent similar behaviours reoccurring.*		
Previous suspensions		

Details of any previous suspensions:
Total number of days suspended this term:
Provision during suspension: (Include details of any work provided and marked over suspension period, alternative provision and/or interventions from counselling or behaviour services, SEND support or local safeguarding partners)

Understanding needs and strengths

Ask the pupil what they want to get out of the reintegration process and agree on this together. Ask questions to establish whether there's an unmet need that your school can offer support for (Roots and Fruits tool can be useful here). For example: What makes you worry in school/at home? How do you feel about the support you're receiving? Who do you talk to when you're feeling upset or angry? What support did you find helpful when you were away from school? Pupil view can be collected outside of this meeting if more appropriate then incorporated into the plan.

What is going well at school?
What strengths and interests does the pupil have? What works – examples of success? What motivates – at home and at school?
What is not working well at school?

Needs
What needs / factors are impacting behaviours at school?
Hopes for the future at school – To be completed by the student

Planning for success

Targets *Refer to previous targets if previous suspensions have occurred.*				
Area of concern	**SMART target**	**Support and strategies to meet target**	**Review date**	**Evaluation of target**
1)	S - M – A – R – T –	**School will help me by…** **My family will help me by…** **I will help myself by…**		
2)	S - M – A – R – T –	**School will help me by…** **My family will help me by…** **I will help myself by…**		
3)	S - M – A – R – T –	**School will help me by…** **My family will help me by…** **I will help myself by…**		

Monitoring
How will behaviour and progress be monitored and celebrated? **Date(s) of next review meeting:**
Is the pupil on a reduced timetable? Y / N *(add details)*

Further actions	
Have the family been signposted to support if necessary? Y / N *(add details)*	Have any safeguarding concerns been raised that require follow up actions? Y / N *(add details)* Y – all safeguarding concerns will be logged on the school system and actioned if necessary.

Additional comments		
Pupil: **Signed:**	**Family:** **Signed:**	**School:** **Signed:**