



Behaviours Policy

2025-2026

This policy was updated in June 2025 and adopted by the Full Governing Body on_____.

Signed _____ (Head teacher)

Signed _____ (Chair of Governors/Committee)

This policy is due for review in September 2027.

Contents

Behaviour principles written statement	3
General expectations	4
Trauma-Informed School Approach	5
Emotion Coaching in Our School	6
Zones of Regulation in Our School	7
My Happy Mind	9
Legal framework	10
Aims	10
Roles and Responsibilities	11
Governing Body	11
Headteacher and Leadership Team	11
Mental health lead	12
SENDCO	12
Teaching staff	13
Other members of staff, volunteers and support staff	13
Pupils	14
Parents	14
Definitions	15
Learning Goals – expectations, not rules	16
Gospel Values	17
Bullying	18
Rewards or recognition?	18
Dojos	18
Collective Recognition	19
Superstars	19
Recognition Raffle	19
Consequences	20
The Consequence Scale	20
Suspensions/Fixed-Term exclusions or Permanent Exclusion	23
Severe Behaviours	23
The Reflection Room	24
Restorative Practice	24
Individual support (SEND)	25
Use of reasonable force	27
Conduct Outside the School Gates	30
Confiscation of inappropriate items	30
Smoking and controlled substances	30
Sexual abuse and discrimination	31
Prohibited sexual harassment	31
Prohibited items, searching pupils and confiscation	32
<i>Data collection and behaviour evaluation</i>	<i>33</i>
Monitoring and review	33
Appendix 1 A summary guide for staff	35
Appendix 2 – Recording Behaviour Incidents on ARBOR	41

Behaviour principles written statement

St Stephen's is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing body, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

At St. Stephen's, we aim to live out our school motto – nurture, grow, flourish. We aim to nurture every child, to ensure that they grow and can flourish as contributing adults to society. We believe our approach to behaviour at St. Stephen's helps us achieve that.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively, through our relational approach, centring on all adults at our school holding an unconditional, positive regard for all children.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote desirable values through our learning goals of: being adaptable; being a collaborator, being a communicator; being empathetic; being ethical; being resilient; being respectful and being a thinker; as well as being a happiness hero, in accordance with our My Happy Mind curriculum. These learning goals help St. Stephen's promote and deliver our school vision, of nurture, grow and flourish.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that our learning goals reflect what we wish to see from children in school and are consistent with the messages taught across the curriculum. We ensure they are consistently applied across the school and, where consequences are necessary and exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour for learning at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately and award 'Dojos'. Staff can also award a child with a 'recognition raffle' ticket, to recognise a child exhibiting good behaviour for conduct.

At all times, staff at St. Stephen's will aim to identify antecedents for behaviours displayed at school. With this in mind, the school will offer, where appropriate, a comprehensive package of support for pupils and their families before, and/or alongside necessary consequences, taking in to account a pupil's family and home circumstances, as well as any special educational needs, and/or disabilities.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly in accordance with the school's 'parental code of conduct', the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school, so all members of the school community are clear of the expectations the school places upon them. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a calm, respectful, positive and proactive culture, in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate responses and consequences that are applied consistently. Pupils are

encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively. The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift and appropriate action to ensure that problems of lateness and absence are handled effectively.

Pupils are held to high standards of dress, in accordance with the school's uniform policy. We believe that adhering to the school's uniform policy helps to build a sense of belonging and membership to the school, which in turn aids pupils' behaviour.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

Trauma-Informed School Approach

What is a Trauma-Informed School?

A trauma-informed school is one that recognises and understands the impact that trauma can have on a child's emotional, social, and academic development. Trauma may arise from a variety of life experiences, such as abuse, neglect, loss, or other adverse childhood experiences. These experiences can affect how a child feels, behaves, and interacts with others.

In a trauma-informed school, we focus on creating a safe, supportive, and nurturing environment where children can feel secure and cared for. We recognise that behaviour is often a reflection of unmet emotional needs or past experiences, and we strive to understand the reasons behind a child's actions, rather than simply reacting to the behaviour itself.

How Trauma-Informed Practices are Implemented at Our School

At our school, we adopt trauma-informed practices throughout our everyday interactions with students. This includes:

Creating a Safe and Predictable Environment: We aim to provide a calm and consistent atmosphere where children know what to expect. Predictability helps children feel secure and reduces feelings of anxiety or fear.

Building Trusting Relationships: Staff focus on building strong, trusting relationships with students. These relationships are crucial in helping children feel safe enough to express their emotions, seek help when needed, and thrive in their learning environment.

Understanding and Supporting Emotional Regulation: We use strategies, such as the Zones of Regulation and Emotion Coaching, to help children recognise and manage their emotions. We support children in learning how to self-regulate and respond to situations in a positive and constructive way.

Adapting to Individual Needs: We understand that each child's experience of trauma is unique, so we aim to provide personalised support to meet the individual needs of every student. This includes tailored interventions, such as one-to-one support or small group work, to help children process and manage their emotions in a healthy way.

Promoting a Positive and Inclusive Culture: A trauma-informed school values inclusivity and promotes a positive culture of empathy, kindness, and respect. We actively teach and model these values, creating a space where every child feels valued and understood.

Staff Training in Trauma-Informed Practice

All staff at our school are trained in trauma-informed practices to ensure we are equipped to meet the needs of every child. Our training focuses on understanding the effects of trauma on children's development, recognising signs of trauma, and learning strategies to support children effectively. This training helps us to:

Respond sensitively and appropriately to challenging behaviour.

Provide emotional support and stability in a way that promotes healing.

Understand how to foster resilience and empowerment in children who have experienced trauma.

Create a school environment where all children feel safe, respected, and cared for.

By embedding trauma-informed practices into our daily routines, we aim to create a supportive environment where every child can overcome their challenges and achieve their full potential. Staff are dedicated to ensuring that all children, particularly those who may have experienced trauma, feel seen, heard, and understood, allowing them to thrive academically, emotionally, and socially.

Emotion Coaching in Our School

What is Emotion Coaching?

Emotion Coaching is a way of helping children understand and manage their feelings. It involves teaching children how to recognise their emotions, understand why they feel a certain way, and learn how to deal with those emotions in a healthy way. This approach

focuses on listening, guiding, and supporting children when they are upset, angry, sad, or even excited. Emotion Coaching helps children express their feelings in words, rather than through actions like shouting or becoming upset.

How Emotion Coaching Benefits School Children

Improves Emotional Understanding: By learning to identify their feelings, children gain a better understanding of their emotions. This helps them recognise when they are feeling sad, frustrated, or happy, and what is causing those feelings.

Helps with Self-Regulation: Emotion Coaching teaches children how to manage their emotions in a calm and positive way. It helps them know that it is okay to feel upset, but it's important to handle these feelings in a way that doesn't hurt others or themselves.

Supports Positive Relationships: When children are taught how to express their emotions, they become better at communicating with others. They learn to listen to their friends and talk about their feelings without becoming overwhelmed. This makes it easier for them to build and maintain healthy friendships.

Promotes a Positive Learning Environment: Emotion Coaching helps children feel more comfortable and secure in the classroom. When they know how to manage their feelings, they are more likely to focus on their schoolwork and participate in activities, leading to a more successful learning experience.

Encourages Problem-Solving: Emotion Coaching supports children in finding solutions to problems they may face. It teaches them to think about how their emotions might affect their decisions and helps them find positive ways to respond to challenges.

At our school, Emotion Coaching is woven across all aspects of school and daily life. It is not just something that happens in moments of difficulty, but an ongoing practice that is embedded into our daily routines, teaching, and interactions. This helps children to naturally use the skills they learn throughout the day, making them feel more confident and capable in managing their emotions both in and out of school. Emotion Coaching is an essential part of helping children grow emotionally and socially, creating a safe, supportive environment where all children feel understood, respected, and ready to learn.

Zones of Regulation in Our School

What is Zones of Regulation?

The Zones of Regulation is a framework designed to help children understand and manage their emotions, as well as their behaviour. It uses four colour-coded zones to represent different emotional states:

Blue Zone: Feeling sad, tired, bored, or unwell.

Green Zone: Feeling calm, happy, focused, and ready to learn.

Yellow Zone: Feeling anxious, excited, frustrated, or wobbly (not quite in control).

Red Zone: Feeling very upset, angry, out of control, or overwhelmed.

Each zone represents a different emotional state, and children are taught to recognise how they are feeling and understand the impact of these emotions on their behaviour. The goal of the Zones of Regulation is to help children develop self-awareness, regulate their emotions, and use appropriate strategies to get back to a calmer, more focused state when needed.

How Zones of Regulation is Seen and Implemented in Our School

At our school, we implement the Zones of Regulation throughout the entire day to support children in managing their emotions and behaviour in a positive and proactive way. Here's how it is integrated into daily school life:

Classroom Routine: Each morning, children may be asked to identify which zone they are in to start the day. This allows them to reflect on how they're feeling and gives teachers an opportunity to support them if they're struggling with any emotions. Throughout the day, children are reminded of the zones and encouraged to check in with themselves regularly.

Visuals and Tools: In every classroom and shared spaces, we have visual displays of the Zones of Regulation to remind children of the different zones and what they represent. These visuals also include strategies for moving from one zone to another, such as deep breathing, taking a break, or using positive self-talk.

Emotional Check-ins: Teachers and staff regularly check in with children, guiding them to express what zone they are in and how they might be feeling. This allows staff to offer support and help children manage their emotions before they escalate.

Integration into Lessons: The Zones of Regulation is not only used during times of emotional upset but is also integrated into lessons on emotional literacy and self-regulation. Children learn specific strategies for moving between zones, such as recognising early signs of frustration or anxiety and using coping mechanisms to calm themselves.

Support Across the School Day: Zones of Regulation is applied throughout the entire school day, from classroom activities to lunchtime and playtime. Staff use the framework to encourage children to recognise their emotions, communicate them appropriately, and use strategies to stay calm and focused.

Self-Referral to the Regulation Station: Children have the opportunity to self-refer to our Regulation Station whenever they feel they need a break or support in managing their emotions. This is a designated space where children can go when they recognise they are moving into the Yellow or Red Zones. The Regulation Station is equipped with calming tools and activities that help children relax and return to a more balanced state. Children are

encouraged to use this space as needed, empowering them to take control of their emotional well-being.

Positive Reinforcement: When children successfully manage their emotions and demonstrate an understanding of the zones, they are praised and rewarded for using self-regulation skills. This reinforces the importance of emotional awareness and encourages children to continue using the strategies.

Benefits of Zones of Regulation

By incorporating the Zones of Regulation throughout the school day, we help children develop a better understanding of their emotions and how to regulate them. This framework supports children in:

Improving their emotional literacy and communication skills.

Recognising and managing their feelings in a positive way.

Developing coping strategies to deal with challenging emotions.

Creating a more focused and calm learning environment.

Building stronger relationships with peers and staff by fostering empathy and self-awareness.

At our school, the Zones of Regulation is a vital part of how we support children's emotional and behavioural development. The self-referral system to the Regulation Station further empowers children to take charge of their emotional well-being, ensuring that all children have the tools they need to navigate their emotions and succeed in school.

My Happy Mind

"My Happy Mind" is a well-being program designed to support the emotional and mental health of students, promoting positive attitudes and resilience. It focuses on building a strong foundation for a happy, healthy mind by teaching children essential life skills such as mindfulness, gratitude, self-awareness, and how to manage emotions effectively. In our primary school, the program is implemented through engaging activities and lessons that are woven into the daily curriculum. Teachers use interactive resources and guided discussions to encourage children to reflect on their thoughts and feelings, while also providing strategies to cope with challenges and build self-confidence. "My Happy Mind" helps foster a positive school culture, where students are empowered to develop a growth mindset, build strong relationships, and create a supportive environment for themselves and others. This program plays a key role in our behaviour policy by ensuring that emotional well-being is prioritised, helping children to thrive academically and socially.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- DfE (2021) 'Keeping children safe in education 2024'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Violence against staff policy
- Complaints Procedures Policy
- Child-on-child Abuse Policy

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our systems for recognising expected behaviour and the consequences of inappropriate behaviour

Roles and Responsibilities

Governing Body

Responsible for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- The monitoring and implementation of this Behaviours Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of inappropriate behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

Headteacher and Leadership Team

Responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of inappropriate behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Reporting to the governing body on the implementation of this Behaviours Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Determining the school's expectations for behaviour, and consequences for inappropriate behaviour.
- Staffing and maintaining the reflection room, ensuring it serves its correct purpose.
- The day-to-day implementation of this policy.
- Giving appropriate rewards and consequences to children when appropriate.

Mental health lead

Responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENDCO, headteacher and governing body, as part of the Leadership Team, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENDCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

SENDCO

Responsible for:

- Collaborating with the governing body, headteacher and the mental health lead, as part of the Leadership Team, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

Teaching staff

Responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: Headteacher, SENDCO, DSL, and Leadership Team
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Giving appropriate rewards and consequences to children when appropriate.

Other members of staff, volunteers and support staff

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Class teacher
 - SENDCO.
 - Headteacher.
 - Subject leader.
- Giving appropriate rewards and consequences to children when appropriate.

Pupils

Responsible for:

- Their own behaviour both inside school and out in the wider community.
- Following expectations for behaviour at all times.
- Reporting any unacceptable behaviour to a member of staff.

Parents

Responsible for:

- Supporting their child in adhering to the school's expectations for behaviour.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school defines “low-level inappropriate behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Graffiti

“Low-level inappropriate behaviour” may be escalated to “serious inappropriate behaviour”, depending on the severity of the behaviour.

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco/vapes.
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks, homophobic/misogynistic and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

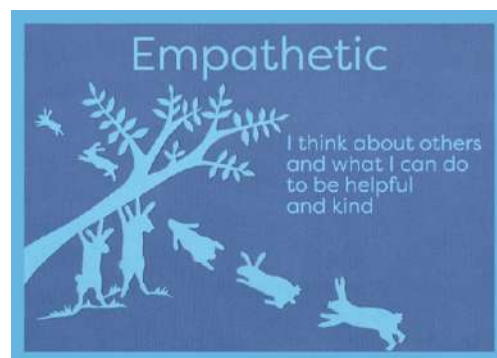
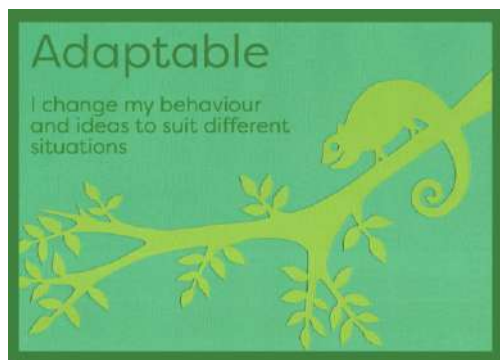
Learning Goals – expectations, not rules

Positive behaviour is linked to good behaviour for learning. By focusing and rewarding these behaviours for learning, behaviour for conduct will follow. This is not the case in reverse.

We therefore, acknowledge, publicise and celebrate eight Learning Goals. These are central to our Curriculum.

Rather than using the language of ‘rules’, we use our Learning Goals as a set of ‘Expectations’ for everybody’s behaviour, including pupils and staff.

Learning Goals underpin the individual qualities and dispositions we believe children will find essential in the 21st century. The eight Learning Goals are being: a thinker, resilient, ethical, a collaborator, a communicator, empathetic, respectful and adaptable.





Gospel Values

Our Gospel Values form the focus of our spiritual development, and are central to our yearly cycle of Collective Worship. Although some overlap with our Learning Goals, they are chosen due to how they relate to, but are not exclusive to, the Christian faith, and our life as a church school. They are promoted explicitly in at least three of our five weekly acts of Collective Worship.

Generosity: Here at St Stephen's pupils are encouraged to show generosity through kindness and giving, whether this is through time, support or charity.

Compassion: Here at St Stephen's pupils are encouraged to show understanding of others less fortunate than themselves and show kindness and empathy.

Courage: Here at St Stephen's pupils are encouraged to show courage and bravery through trying new experiences and pushing themselves to achieve their potential.

Forgiveness: Here at St Stephen's pupils are encouraged to forgive others and reflect on others' actions with mercy and grace. Forgiveness is one of the many values encouraged through the schools' behaviour policy.

Friendship: Here at St Stephen's pupils are encouraged to be the best friend they can be by showing kindness and thoughtfulness of others.

Respect: Here at St Stephen's children are encouraged to go on a path of self-discovery. Children learn how to take responsibility for their own learning and personal development, as well as how to treat and respect others.

Thankfulness: Here at St Stephen's pupils are encouraged to self-reflect for what they are thankful for and to write their own prayers of thanks for whole school worship.

Trust: Here at St Stephen's pupils are encouraged to trust one another and have a firm belief in the school and its systems, resulting in pupils who are positive and confident in their learning.

Perseverance: Here at St Stephen's we work together to overcome any obstacles, however challenging, to achieve our goals. We try and try again, building resilience which helps us deal with any disappointments on our journey to success.

Justice: Here at St Stephen's pupils are encouraged to promote British and Co-operative Values and attitudes of democracy, rule of law, individual liberty, tolerance of others and justice within the school and wider communities.

Service: Here at St Stephen's pupils are encouraged to understand the idea of service and how they can support the school community, the local community and the international community through charity.

Truthfulness: Here at St Stephen's pupils are encouraged to pursue truthfulness and promote honesty at all times.

In addition to our learning goals and gospel values at St. Stephen's, we also recognise children who are a 'Happiness Hero', in-line with the My Happy Mind curriculum.

Bullying

Please read our specific anti-bullying policy for more information.

Rewards or recognition?

'Rewarding' appropriate behaviour can result in pupils behaving in a certain way in order to receive a reward, rather than doing the right thing because it's the right thing to do.

However, we want to **recognise** the behaviours for learning pupils show in school, and believe that appropriate behaviour for conduct will follow. However, although behaviour for conduct is an expectation, we do still recognise this using the recognition raffle.

Dojos

Putting in place clear recognition systems can improve pupil behaviour in the classroom when used as part of a broader teacher classroom management strategy. At St Stephen's, we have adopted 'Dojos' because this is directly linked to our learning goals.

At St Stephen's, pupils earn dojos for demonstrating these goals.

Teachers should recognise pupils' behaviour for learning by awarding 'Dojos' to individuals or the whole class.

- Dojos should be given in units of one (no more than one should be given at a time).
- Dojos awarded must always be linked to a specific Learning Goal which should be listed as a 'skill' in Class Dojo.
- Each member of staff (including LSAs) should have their own Dojo account, and it should be linked to all classes that they teach in.
- Each child who receives more than 15 dojos in a week will be able to choose a privilege from the 'Privilege Pantry'. The list of items should be drawn up and chosen with each class, e.g. choosing some music to listen to one afternoon, 10 minutes of teaching the class, eating lunch with a chosen member of staff.
- The number of dojos should be reset each week. This is to allow pupils to start each week with a clean sheet, and prevents pupils from falling behind others.
- Dojos must never be taken away from pupils.
- The Dojo account for each class should be shared with the appropriate Assistant Head, Deputy Head and Head Teacher, as well as other staff who teach them.

Collective Recognition

If the class total of dojos in a week reaches 300, the whole class may choose from the class Privilege Pantry. Pupils should be encouraged to work collaboratively towards this total.

Superstars

Each week two pupils from each class should be chosen to be the class 'Superstars'. These pupils are given a certificate and may wear a superstar medal for the week. These will be presented in our Celebration Collective Worship.

Recognition Raffle

As well as rewarding children with dojos for demonstrating our learning goals (behaviour for learning) at St. Stephen's, we also recognise children who demonstrate excellent behaviour for conduct. This is recognised by giving the pupil a 'recognition raffle' ticket. This is then entered in to a weekly prize draw, drawn out in celebration collective worship on a Friday. Both of the winners can then select a reward from the privilege pantry. However, as we expect good behaviour for conduct at St. Stephen's, these raffle tickets are limited to only 10 tickets per adult each week.

Consequences

Consequences should be clearly communicated: what they are, how they are incurred and avoided. Importantly we must be consistent across the whole school community. The absence of this consistency can be a key factor in the failure of this school behaviour policy to sustain or supports good behaviour.

The reliability of these systems is a key factor in their success. This does not mean that no exceptions can be made (Particularly when there is a good reason, such as when a teacher identifies SEND), but the exceptions must be exceptional, with good reason, and coherent with other exceptions.

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

The Consequence Scale

Before using our consequences scale, all staff must focus on using more positive approaches to managing behaviour. The Consequences Scale should only be used if a member of staff is unable to make the positive approaches work, and if a pupil persists in not displaying good behaviour for learning and/or conduct.

There are responsibilities on staff as well as pupils when using the Consequences Scale and both should reflect on their actions to reduce these incidents.

To avoid public shaming, the names of pupils on this scale must not be publicly displayed, but could be recorded out of sight.

Pupils on 'C1' should be brought back to their own seat as soon as practicably possible, in which case their place on the scale should be reset. Pupils should only continue to move up the scale if their behaviour continues to escalate, but staff should aim to prevent this escalation.

Once a pupil has had a Restorative Conversation, they may return to class, and their place on the consequence scale should be 'reset' back to the start.

Below is a summary of the consequence scale, including what action the adult is expected to take.

Level	Consequence	Adult Action
Warning	Verbal warning	Focus on removing any antecedent, or use other positive or relational technique to support the child to modify their behaviour and prevent escalation to C1.
Consequence – C1 Move within class	Pupil has time out within the classroom	Monitor child and bring them back to their place as soon as practicably possible, and aim to prevent escalation to C2.
Warning	Verbal warning	If the child's behavior does not improve, give them another verbal reminder. Focus on preventative de-escalation and/or removing antecedent or other relational technique. If necessary, remind child of consequences if their behavior does not improve.
Consequence – C2 Move to another class, and Restorative Conversation at appropriate time	Escorted to another class for up to 10 minutes. Child expected to complete work from class.	- An adult escorts pupil to another classroom, with work to do. - Teacher or LSA to hold Restorative Conversation with child/ren involved at earliest opportunity. - Teacher to record incident on ARBOR - Child will attend the reflection room – parents notified.
Consequence – C3 (Severe Behaviour) Brought to see Leadership Team, and Restorative Conversation	Brought to member of Leadership Team	- Leadership Team to hold Restorative Conversation with child and staff involved at earliest opportunity. - Teacher to record incident on ARBOR - Child will attend the reflection room – parents notified.
Consequence – C4 Formal Meeting with Parents and Restorative Conversation	Meeting with parent, teacher and Leadership Team	Class teacher and Leadership Team to meet with parents, hold a Restorative Conversation, and record on ARBOR
Consequence – C5 Suspension/Fixed-term exclusion	Suspension/fixed-term exclusion	- Restorative Conversation with Leadership Team and all parties involved. - Teacher to record on ABC chart. - Leadership Team to record on ARBOR - Child to be suspended from school and not attend for a pre-agreed fixed amount of days/sessions. Parents to be notified in writing.

Every time a child reaches C2, a restorative conversation must take place, and later recorded on ARBOR, using the template below:

Log New Behavioural Incident ★

Date of incident*	24th Nov 2025	
Time of incident*	14:53	
Students involved*		▼
Behaviour* 		▼
Assign to staff member*	 Jamie Thorpe (Assistant Headteacher)	 ▼
Incident summary		
Staff involved	 Jamie Thorpe (Assistant Headteacher) 	▼

Additional guidance on Consequences

C1 - Warn that the student is now on the first consequence – move them within the classroom where possible to remove them from the source of distraction or dysregulation.

Where possible, this should be delivered quietly on a one to one basis in a calm and controlled manner without hint of anger or animosity, but perhaps with disappointment in having to do so.

Where possible, allow the student start up time to respond to the issuing of this first warning and try to revert back to verbal and nonverbal cues. If the opportunity arises to praise the student for responding appropriately to the first warning, take this opportunity, but again it may be best delivered quietly on a one to one basis.

Remind the student that if they do not address their behaviour at this point they are choosing to be moved.

C2 – If within the same session, the child is struggling with their behaviour, then a C2 may be necessary. This will involve the child spending some time, approximately 10 minutes in another classroom to try and regulate themselves and revert back to the expected behaviours.

C3 - Remove – member of The Leadership Team alerted by another adult or trusted child if necessary.

The child will remain with a member of the Leadership Team until the next available opportunity for a restorative conversation between teacher and child (the next play time, lunch time or at the end of the day)

- the class teacher must inform parents about any removal on the day
- C3 incidents should be recorded on ARBOR

Suspensions/Fixed-Term exclusions or Permanent Exclusion

At St. Stephen's Primary School, suspensions/fixed-term exclusions, and permanent exclusions are always considered deeply undesirable and used only as an absolute last resort. While such measures can occasionally be unavoidable to ensure the safety and wellbeing of the school community, the school is committed to doing everything possible to prevent them. This includes a strong relational approach built on understanding, trust and connection; close partnership work and engagement with parents, carers and external agencies; and a consistent restorative approach that helps children repair harm and learn from challenges. The school's broad and supportive curriculum—featuring *myHappymind*, Emotion Coaching, and the Zones of Regulation—equips pupils with essential skills in emotional literacy, self-regulation and resilience. Alongside this, continued investment in developing staff expertise ensures that every adult is equipped to intervene early, support positive behaviour, and help every child remain included and successful in school.

Severe Behaviours

Occasionally, pupils may display 'severe' behaviour, which should be treated as an immediate 'C3'. The pupil should be immediately escorted to a member of the Leadership Team who will hold a Restorative Conversation between the various parties affected, at the earliest opportunity.

Severe behaviours may include:

- Swearing at another person;
- Fighting;
- Physical aggression towards another person;
- Offensive remarks against a 'protected characteristic';
- Bullying;
- Spitting at another person.



We want pupils to take responsibility for their behaviour and will encourage pupils to do this through Restorative Practice approaches which enable pupils to reflect on their behaviour and to make amends (see below). This process does not, however, replace consequences. At our

school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

In order for pupils to have respect for all adults in school, behaviour will be dealt with by the adult that witnesses the behaviour.

The Reflection Room

The reflection room is intended to give any pupil in Key Stage 2 (KS2) who has needed intervention due to their behaviour, a chance to stop and reflect, to unpick their behaviour and develop a strategy moving forward to hopefully minimise the behaviour(s) occurring again, with the assistance of a member of the leadership team.

Ultimately, any pupil in KS2 who has to be removed from a lesson due to their behaviour, or exhibits any of the severe behaviours (see above) will attend the reflection room during their own lunch time. If the incident occurs in the morning, they will attend the lunch time of the same day; if the incident occurs in an afternoon, they will attend during lunch time of the next day.

When in the reflection room, the pupil eat their dinner and then complete a set of 'reflection questions,' based upon our restorative approach.

These are:

1. What has happened? Why are you in the reflection room today?
2. At the time, what were you thinking and feeling?
3. What are you thinking and feeling now?
4. Who has been made to feel sad, angry or upset because of your actions?
5. What do you now need to do to make things better and right?
6. What could happen differently in the future to try and stop this from happening again?

When an adult deems it appropriate using this guidance for a pupil to attend the reflection room, they will record this incident on ARBOR. A member of the leadership team will notify the pupil's parents/carers.

Restorative Practice

What is Restorative Practice?

Restorative Practice is an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues.

We value it at St Stephen's because it seeks to restore and build relationships between those affected by inappropriate behaviour, and gives all parties an opportunity to reflect on what happened and what each person can do to prevent it from happening again. This is an alternative to pure punishment, which focuses less on repairing damage and relationships.

Restorative approaches enable those who have been harmed to convey the impact of the harm

to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

At each point on the scale from C2 up, an adult and the pupils involved, need to hold a restorative conversation.

At C2, this should be the teacher and pupils. At C3, this should be with the pupils involved, the teacher (or other adult affected) and member of the Leadership Team.

Restorative conversations involve each person being asked a set of questions. To achieve consistency and simplicity, the questions are the same throughout the school.

A brief summary of the restorative conversation held should be recorded when recording the behaviour incident.

All staff carry a set of these questions in their lanyards, ready to use, as below.

To the person causing harm:	To the person harmed:
1.What has happened?	1.What has happened?
2.What were you thinking about at the time?	2.What were you thinking about at the time?
3.What have your thoughts been since then?	3.What have your thoughts been since then?
4.Who has been affected?	4.How has this affected you and others?
5.How have they been affected?	5.What do you think needs to happen next?
6.What do you think needs to happen next?	6.How can we do things differently in the future?
7.How can we do things differently in the future?	

Individual support (SEND)

Behaviour will always be considered in relation to a pupil's SEND.

While pupils with behavioural issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with special educational needs and disabilities will not necessarily need additional support with their behaviour. If you know that a pupil who has behavioural issues also has a special educational need, understanding best practice for supporting that particular need may help with their behaviour and thus could be a good starting point for their behaviour support.

There will, always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour - early identification and intervention being essential.

To help identify what support may be needed, the class teacher should to clarify the problem by asking the "w" questions:

- What?
- Where?
- With whom?
- When?

Class teacher should:

- Complete the “ABC” chart (Antecedents, Behaviour and Consequences) on ARBOR for a minimum of two weeks and complete the “Factors that may be Influencing behaviour form.”
- An alternative to recording ABC is use of a STAR Chart for situations where pupils continue to display inappropriate behaviour. This may help identify more clearly the triggers of inappropriate behaviour, and may be used on the recommendation of the SENDCO or other school leader.
- Discuss the above findings with the SENDCO and/or Leadership Team.
- Keep parents informed with respect to behaviour incidents.

SENDCO to organise a parent/carers meeting which involves the class teacher to:

- Identify what skills, strengths or positive elements already exist to enable a preferred future.
- Ascertain the preferred futures of others and try to merge them.
- Initiate target setting and identify support.
- Consider whether or not an individual plan is necessary.

The SENDCO will also consider whether the continuing challenging behaviour might be the result of unmet educational or other needs. At this point, the SENDCO will consider whether a Common Assessment Form needs to be completed.

In the case of continued inappropriate behaviour

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need or disability. This is in accordance with the SEN Code of Practice. We recognise that a child with social, emotional or behavioural difficulties may require something additional or different in the same way we would differentiate the curriculum for a child with learning needs.

Where this is the case, the child will be identified on our school SEN list. Individual education plans may be needed which outline agreed targets and strategies as well as the ways in which we will support the child. This may include a referral to the SENDCO. If none of the above are effective, multi-agency involvement will be considered for the child.

Use of reasonable force

In line with school policy, **all adults** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers and adults working in a school at some point in their career that involve a degree of physical contact with pupils in a necessary situation.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme

cases it may not always be possible to avoid injuring the pupil.

In the event of reasonable force being used, it should be decided whether any other relevant documentation needs to be completed, such as an incident form, a violence against staff form or injury by child form.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for disabled children and children with SEN.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child

A member of the Leadership Team will speak to parents about serious incidents involving the use of force and consider how best to record the incidents.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Team Teach Training

All staff at the school have completed Level 1 Team Teach training to support the safe and positive management of behaviour. This training equips staff with strategies to de-escalate situations, build positive relationships, and respond appropriately to behaviours that may present a risk to pupils or others. Our approach is centred on promoting dignity, respect, and the wellbeing of all members of the school community, with physical intervention used only as a last resort and in line with school policy and statutory guidance.

Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent that is reasonable.'

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment.
2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vapes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates. The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will store the sample in the school office. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy. Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

Sexual abuse and discrimination

We will not tolerate and form of sexual abuse or discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

We will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Prohibited sexual harassment

The school will not tolerate any form of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a 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. The prohibited items that are banned from school premises are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, vapes and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Mobile Phones
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item. The school is not liable for any damage to, or loss of, any confiscated item. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil. The DSL or member of the Leadership Team should be consulted before making this decision.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office. The headteacher will always be notified when any item is confiscated.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed regularly by the headteacher and the leadership team. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the headteacher, leadership team, mental health lead and governors on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2026.

Appendix 1 A summary guide for staff

Our Behaviours Policy is centred on all staff having an **unconditional positive regard** for all our pupils. This means all staff must have a basic acceptance of, and respect for, all pupils, regardless of what they say or do, which permeates our interactions with them and discussions about them.

Expectations

Rather than using the language of 'rules', we use our Learning Goals as a set of expectations for everybody's behaviour, including pupils and staff.

These are:

We are **Respectful**

We are **Collaborators**

We are **Empathetic**

We are **Ethical**

We are **Adaptable**

We are **Communicators**

We are **Resilient**

We are **Thinkers**

Recognition

'Rewarding' appropriate behaviour can result in pupils behaving in a certain way in order to receive a reward, rather than doing the right thing because it's the right thing to do.

However, we want to **recognise** the behaviours for learning pupils show in school, and believe that appropriate behaviour for conduct will follow. However, although behaviour for conduct is an expectation, we do still recognise this using the recognition raffle.

Individual Recognition

Dojos

Teachers should recognise pupils' behaviour for learning by awarding 'Dojos' to individuals or the whole class.

- Dojos should be given in units of one (no more than one should be given at a time).
- Dojos awarded must always be linked to a specific Learning Goal which should be listed as a 'skill' in Class Dojo.
- Each member of staff (including LSAs) should have their own Dojo account, and it should be linked to all classes that they teach in.
- Each child who receives more than 15 dojos in a week will be able to choose a privilege from the Privilege Pantry. The list of items should be drawn up and chosen with each class, e.g. choosing some music to listen to one afternoon, 10 minutes of teaching the class, eating lunch

with a chosen member of staff.

- The number of dojos should be reset each week. This is to allow pupils to start each week with a clean sheet, and prevents pupils from falling behind others.
- Dojos must never be taken away from pupils.
- Each class The Dojo account for each class should be shared with the appropriate Assistant Head, Deputy Head and Head Teacher, as well as other staff who teach them.

Recognition Raffle

As well as rewarding children with dojos for demonstrating our learning goals (behaviour for learning) at St. Stephen's, we also recognise children who demonstrate excellent behaviour for conduct. This is recognised by giving the pupil a 'recognition raffle' ticket. This is then entered in to a weekly prize draw, drawn out in celebration collective worship on a Friday. Both of the winners can then select a reward from the privilege pantry. However, as we expect good behaviour for conduct at St. Stephen's, these raffle tickets are limited to only 10 tickets per adult each week.

Superstars

Each week two pupils from each class should be chosen to be the class 'Superstars'. These pupils are given a certificate and may wear a superstar medal for the week. These will be presented in our Celebration Collective Worship.

Collective Recognition

If the class total of dojos in a week reaches 300, the whole class may choose from the class Privilege Pantry. Pupils should be encouraged to work collaboratively towards this total.

Gaining a class's attention

As a consistent method of gaining a class's attention, all staff should use 'High Five'.

This is where a member of staff raises their hand, and counts down from 5 to 1, with the expectation that by '1' all pupils are quiet, and ready to focus on what the adult is about to say.

This allows pupils to finish any conversation they might be having, and gives them time to prepare for giving their attention to the teacher.

When counting down, in between numbers, staff should also use the opportunity to praise pupils who are doing the right thing, or a gentle reminder to a pupil of something they need to do.

Consequences of Inappropriate Behaviour

Consequences Scale

Before using our consequences scale, all staff must focus on using more positive approaches to managing behaviour. The Consequences Scale should only be used if a member of staff is unable to make the positive approaches work, and if a pupil persists in not displaying good behaviour for learning and/or conduct.

There are responsibilities on staff as well as pupils when using the Consequences Scale and both should reflect on their actions to reduce these incidents.

To avoid public shaming, the names of pupils on this scale must not be publicly displayed, but could be recorded out of sight.

Pupils on 'C1' should be brought back to their own seat as soon as practicably possible, in which case their place on the scale should be reset. Pupils should only continue to move up the scale if their behaviour continues to escalate, but staff should aim to prevent this escalation.

Once a pupil has had a Restorative Conversation, they may return to class, and their place on the consequence scale should be 'reset' back to the start.

Consequences Scale

Level	Consequence	Adult Action
Warning	Verbal warning	Focus on removing any antecedent, or use other positive or relational technique to support the child to modify their behaviour and prevent escalation to C1.
Consequence – C1 Move within class	Pupil has time out within the classroom	Monitor child and bring them back to their place as soon as practicably possible, and aim to prevent escalation to C2.
Warning	Verbal warning	If the child's behavior does not improve, give them another verbal reminder. Focus on preventative de-escalation and/or removing antecedent or other relational technique. If necessary, remind child of consequences if their behavior does not improve.
Consequence – C2 Move to another class, and Restorative Conversation at appropriate time	Escorted to another class for up to 10 minutes. Child expected to complete work from class.	- An adult escorts pupil to another classroom, with work to do. - Teacher or LSA to hold Restorative Conversation with child/ren involved at earliest opportunity. - Teacher to record incident on ARBOR - Child will attend the reflection room – parents notified.
Consequence – C3 (Severe Behaviour) Brought to see Leadership Team,	Brought to member of Leadership Team	- Leadership Team to hold Restorative Conversation with child and staff involved at earliest opportunity. - Teacher to record incident on ARBOR

and Restorative Conversation		Child will attend the reflection room – parents notified.
Consequence – C4 Formal Meeting with Parents and Restorative Conversation	Meeting with parent, teacher and Leadership Team	Class teacher and Leadership Team to meet with parents, hold a Restorative Conversation, and record on ARBOR
Consequence – C5 Suspension/Fixed-term exclusion	Suspension/fixed-term exclusion	- Restorative Conversation with Leadership Team and all parties involved. - Teacher to record on ABC chart. - Leadership Team to record on ARBOR - Child to be suspended from school and not attend for a pre-agreed fixed amount of days/sessions. Parents to be notified in writing.

Every time a child reaches C2, a restorative conversation must take place, and later recorded on ARBOR, using the template below:

Log New Behavioural Incident ★

Date of incident*	24th Nov 2025	
Time of incident*	14:53	
Students involved*		
Behaviour* 		
Assign to staff member*	 Jamie Thorpe (Assistant Headteacher)	 
Incident summary		
Staff involved	 Jamie Thorpe (Assistant Headteacher)	 

Severe Behaviours

Occasionally, pupils may display 'severe' behaviour, which should be treated as an immediate 'C3'. The pupil should be immediately escorted to a member of the Leadership Team who will hold a Restorative Conversation between the various parties affected, at the earliest opportunity.

Severe behaviours may include:

- Swearing at another person;
- Fighting;
- Physical aggression towards another person;
- Offensive remarks against a 'protected characteristic';
- Bullying;
- Spitting at another person.



The Reflection Room

The reflection room is intended to give any pupil in Key Stage 2 (KS2) who has needed intervention due to their behaviour, a chance to stop and reflect, to unpick their behaviour and develop a strategy moving forward to hopefully minimise the behaviour(s) occurring again, with the assistance of a member of the leadership team.

Ultimately, any pupil in KS2 who has to be removed from a lesson due to their behaviour, or exhibits any of the severe behaviours (see above) will attend the reflection room during their own lunch time. If the incident occurs in the morning, they will attend the lunch time of the same day; if the incident occurs in an afternoon, they will attend during lunch time of the next day.

When in the reflection room, the pupil eat their dinner and then complete a set of 'reflection questions,' based upon our restorative approach.

These are:

1. What has happened? Why are you in the reflection room today?
2. At the time, what were you thinking and feeling?
3. What are you thinking and feeling now?
4. Who has been made to feel sad, angry or upset because of your actions?
5. What do you now need to do to make things better and right?
6. What could happen differently in the future to try and stop this from happening again?

When an adult deems it appropriate using this guidance for a pupil to attend the reflection room, they will record this incident on ARBOR. A member of the leadership team will notify the pupil's parents/carers.

Restorative Practice

What is Restorative Practice?

Restorative Practice is an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues.

We value it at St Stephen's because it seeks to restore and build relationships between those affected by inappropriate behaviour, and gives all parties an opportunity to reflect on what happened and what each person can do to prevent it from happening again. This is an alternative to pure punishment, which focuses less on repairing damage and relationships.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. At each point on the scale from C2 up, an adult and the pupils involved, need to hold a restorative conversation.

At C2, this should be the teacher and pupils. At C3, this should be with the pupils involved, the teacher (or other adult affected) and member of the Leadership Team.

Restorative conversations involve each person being asked a set of questions. To achieve consistency and simplicity, the questions are the same throughout the school.

A brief summary of the restorative conversation held should be recorded when recording the behaviour incident.

Restorative Conversation questions:

To the person causing harm:	To the person harmed:
 1. What has happened? 2. What were you thinking about at the time? 3. What have your thoughts been since then? 4. Who has been affected? 5. How have they been affected? 6. What do you think needs to happen next? 7. How can we do things differently in the future?	 1. What has happened? 2. What were you thinking about at the time? 3. What have your thoughts been since then? 4. How has this affected you and others? 5. What do you think needs to happen next? 6. How can we do things differently in the future?

Appendix 2 – Recording Behaviour Incidents on ARBOR

Below is a template to use when recording Behaviour concerns on ARBOR. All concerns from C2 up should be recorded, and restorative conversations held using the questions on our lanyards. **You do not also need to fill in a paper ABC chart – the records on ARBOR replace this need.**

If you have used positive approaches as outlined in our Behaviours Policy, and inappropriate behaviour continues, please speak with your Key Stage Leader, who will support you to use your ABC records on ARBOR to look for patterns of behaviour, particularly with antecedents, and with a view to reducing incidents in the future. **This is the purpose of ABC charts – to allow you to reflect on the antecedents of behaviour and how things might be done differently to improve behaviour in the future.** If you would like/need to look back on incidents, please speak to Jamie or Kelly in the first instance, who can create a report of all behaviour incidents for a particular child for you.

Please follow these guidelines for what to write on ARBOR:

ANTECEDENT - Please describe what was happening leading up to the behaviour occurring, *for example*: Who was involved? Who was the child working with? What were the adults doing? What was the task type? What resources were/were not available?

BEHAVIOUR - What exactly does the child do that is of concern? E.g. If I were a fly on the wall, what would I see?

CONSEQUENCE - What happened as a result of the behaviour, to reduce the risk of it happening again? If at C2, C3, C4, C5, a Restorative Conversation must be held between people affected, as soon as possible after the incident.

OUTCOME OF RESTORATIVE CONVERSATION - What was agreed 'Needs to happen next'? and 'How can we do things differently?'

Please copy and paste what is below the dotted line into ARBOR and fill in the blanks. Please always alert DSLs, your Key Stage Leader, as well as other staff you feel should be alerted.

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