



St John's Stonefold CE Primary School, Rising Bridge

Whole School Relationships and Behaviour Policy	
Written By	P Burns
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Approved by FGB	January 2026
Date of Review	September 2026

Values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.

From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

Relationships and Behaviour Policy

The rationale for this policy is based on the Christian values of:

Empathy

Aspiration

Generosity

Love

Endurance

It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. By promoting an environment where everyone can live and work together in a supportive way, this enables all to achieve and reach their full potential, emotionally, socially and intellectually.

The foundation of good behaviour in school is positive relationships. Good behaviour will be encouraged and rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

We are committed to creating an environment where good behaviour and positive relationships are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

By being good role models and rewarding pupils, it enables us to promote positive behaviour. We will work in partnership with parents to ensure that the school's values and our expectations set out in the 'Soar at Stonefold' document become central to the lives of learners.

Aims and objectives

- Every member of the school community feels valued and respected, and that each person is treated fairly and well.
- For school to be a caring community, whose values are built on mutual trust and respect for all.
- To make the school and each classroom a place where pupils find enjoyment and have opportunity to learn.
- Children learn how to make correct choices and how wrong choices can affect others.
- We treat all children fairly and apply this behaviour policy in a consistent way.

- To help learners take control over their behaviour and be responsible for the consequences of it.
- To refuse to give learners attention and importance for poor conduct
- Reinforcement of good behaviour is central our approach. Children are to be taught and helped to develop self-discipline, self-control and respect all others regardless of their cultural, linguistic, medical, educational or ability needs.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The Role of Worship in a Christian School

As a Christian school, we believe daily worship to be fundamental in developing positive behaviour. Worship can be delivered by all members of staff, emphasising the importance of the school community as a collective Christian family. From our annual evaluation of worship – the children have shown that their behaviour is influenced positively in the following ways:

- By teaching morals and values such as honesty, the need to share, being content, emotional rather than material happiness.
- By teaching tolerance and celebration with regard to other religions and faiths.
- By allowing reflection time for the children to think about their own behaviour and how they treat others based on a foundation of our school values, friendship and kindness.
- By emphasising the messages of the Ten Commandments.

We also have a prayer area in classrooms where children can quietly reflect on events in their own lives. Staff are always available to speak to children about personal issues and staff are clear as to when these need to be passed on to the Designated Safeguarding Lead – P Burns, Headteacher or H Whiteford, Deputy DSL.

Vision

Behaviour is guided by four basic expectations:

- Do your best
- Respect Others
- Make Good Choices
- Be Thankful

which we call 'Soar at Stonefold'. The expectations for KS1 are shown here:



In Key Stage 2, the expectations are explained more clearly and the expectations link to our school vision and Christian values of:

Empathy
 Aspiration
 Generosity
 Love
 Endurance

These expectations are to be displayed in the hall, in classrooms and in other prominent places around the school.

They provide the rationale for all aspects of behaviour and discipline, and underpin the procedures involved in rewards and sanctions and codes of conduct.

The rules are discussed with the children and the class teacher every year on entry to a new class. Discussion of behaviour and its consequences are revisited throughout the year, especially during worship, class assemblies and PSHE.

Consistency

All staff in the school, teaching and non-teaching, will be made aware of the policy and help to promote it. All staff endeavour to support all children (not just those for whom we have direct responsibility) in following the school rules, developing a sense of right and wrong and of their own responsibilities. This consistency helps the children to understand that we are all working towards a shared goal.

1. The 'Soar at Stonefold' values will be promoted at all times by the whole school community.
2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
3. All staff will expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered and well-behaved and this will be modelled by staff.
5. Each member of staff understands that they are responsible for the behaviour of the children in their care.
6. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.
7. Parents will be involved at an early stage where a learner is experiencing problems with behaviour.
8. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.
9. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being suspended or even excluded from school by the headteacher in accordance with the Local Authority Guidelines.

Soar at Stonefold

We expect you to ...

<p style="text-align: center; color: red; font-weight: bold; margin: 0;">Do Your Best</p> <p style="font-size: small; margin: 0;">Always show aspiration and endurance to aim for the highest standards in your work and behaviour so you can achieve your potential</p>	<p style="text-align: center; color: red; font-weight: bold; margin: 0;">Respect Others</p> <p style="font-size: small; margin: 0;">Love your neighbour Show empathy and be thoughtful of others' feelings and beliefs Understand it's ok to be different Encourage others</p>
<p style="text-align: center; color: red; font-weight: bold; margin: 0;">Make Good Choices</p> <p style="font-size: small; margin: 0;">Take responsibility for the choices you make Show empathy and understand how your choices affect others and the world we live in</p>	<p style="text-align: center; color: red; font-weight: bold; margin: 0;">Be Thankful</p> <p style="font-size: small; margin: 0;">Appreciate what you have Show good manners and generosity towards others Value your and other people's belongings</p>

We expect that everyone who is in our school will follow 'Soar at Stonefold' in all aspects of their behaviour and learning

Expectations of children in school

All children are expected to 'Do your Best' and display behaviour and attitudes in line with our school values and 'Soar at Stonefold'. Children will be taught about these expectations and why they are important which ultimately links to keeping children safe.

They will:

- Do Their Best by:
 - o Always showing ASPIRATION and ENDURANCE to aim for the highest standards in work and behaviour so they can achieve their full potential
 - o Try new things so they can identify and develop their talents
- Respect others and show LOVE by:
 - o showing EMPATHY and being thoughtful of other's feelings, points of view and beliefs
 - o Understanding and accepting differences
 - o Encouraging one another
- Make Good Choices by:
 - o Taking responsibility for the choices they make
 - o Show EMPATHY and understand how their choices affect others and the world we live in
- Be Thankful by:
 - o Appreciating what they have
 - o Showing good manners and GENEROSITY towards others
 - o Valuing their and other people's belongings

Expectations of adults in school

All adults are expected to demonstrate the following behaviours:

- calmness,
- consistency,
- positivity,
- kindness,
- laughter,
- gentleness,
- supportive,
- respect given no matter what
- and praise good conduct publicly.

Adult behaviours we don't expect to see are:

- aggression,
- shouting,
- negativity,
- humiliation
- reprimanding in public.

All staff

1. Meet and greet at the door.
2. Refer to 'Soar at Stonefold'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Acknowledge good behaviour throughout every lesson.
6. Follow the 'Behaviour/Consequence Ladder' (see Appendix)
7. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
8. Follow up every time, retain ownership and engage in reflective dialogue with learners.
9. Never ignore or walk past learners who are behaving badly.

Senior Leaders

School leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence in and around the school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on restorative conversations.
- Encourage use of Positive Notes and Positive Phone Calls.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.
- Carry out regular learning walks to support, coach and model expectations.

Positive reinforcement

All staff will 'catch the children in' rather than 'catching them out'. Staff will respond by 'Praising in Public' or 'Praising in Private' using their knowledge of the child. Praise will be given through:

- Non-verbal gestures and positive body language e.g. thumbs up. These gestures will be explained and worked upon with the children so that they understand what they mean.
- Verbal feedback. All verbal praise given will be specific. E.g. "Thank you, Sarah, for being ready by sitting with your legs crossed", instead of 'good sitting'. "Thank you, Molly, for being respectful by looking at me when I am talking", rather than 'good listening'.

- Proud Postcard messages home. This specific praise will be shared with the child, who will be later shown the postcard, before it is handed to a family member at home time.

Positive Postcard

Do Your Best
Respect Others
Make Good Choices
Be Thankful

Congratulations to:

For

Date: _____ **Signed:** _____

Logical Consequences of Behaviour

Positive relationships enable preventative measures to be put into place so that behavioural issues are kept to a minimum. These preventative measures are always our first approach to our behaviour management and aim to be ‘non shaming’ and non-confrontational.

For any low level behaviour that does occur the following logical consequences will be applied, in private, where possible:

1. A look/gesture/body language will be used by an adult to convey that a behaviour is not desired.
2. Ask the child by name if they are alright, followed by an instruction of the behaviour wanted e.g. Sarah, are you alright? Arms crossed and hands to yourself, thank you.
Or
Positive redirection – Chris, bottom, chair, thank you.
Or
Let’s work over here.
3. A choice to be given: Sarah, keep your hands to yourself safely or sit on your own, you choose. Repeat, Sarah, hands to self or sit on your own, you choose.
4. The child to be escorted to the safe space or time out space, if the undesirable behaviour continues.
5. In extreme circumstances, children may be escorted to another area or place in the school. This must be formally recorded on CPOMS – Child Protection Online Manager System.

This list is not exhaustive but examples of low-level behaviours are: talking when they should be listening, not responding to an instruction, snatching resources of others, breaking class promises, running inside, not sitting in the expected way, pushing and jostling in the line and shouting at others. The low-level behaviours occur when the children are not adhering to the 'Soar at Stonefold' values. For example: Taking all the playdough for yourself means that you are not showing love to others.

All staff will take personal responsibility to apply logical consequences to low level behaviours. Children will not be passed on for other, more senior members of staff to deal with. Staff will be supported in this approach by their Senior Leadership Team, as appropriate.






If an individual child is persistently displaying low level behaviours in class, this will be recorded on CPOMS and a discussion will take place between the child, parent/carer, class teacher and a member of the Senior Leadership Team, if appropriate.

Restorative Conversation

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

This forms the basis for our Reflection Sheets:

Behaviour Reflection Sheet				
Name: _____ Class: _____ Date: _____				
What happened?	How did this make people feel?	What should we do to put it right?		
What were you thinking at the time?	Who has been affected?	How can we do things differently in the future?		
				

The form includes a logo for St John's Stonefold in the top left corner. On the right side, there are four colored boxes with text: a purple box 'Do Your Best', a green box 'Respect Others', a red box 'Make Good Choices', and a yellow box 'Be Thankful'. A small circular icon with a red border and a white center is positioned between the purple and green boxes.

More Serious Behavioural Incidents

Should more serious, aggressive or physical incidents occur amongst children (such as: kicking, hitting, spitting, swearing or destroying), all staff will use our own, bespoke, restorative justice approach, once the child(ren) are calm.

Our common school language, which is discussed in staff training and emotional coaching will be applied to ensure consistency e.g. I can see that you are angry... when you are calm we will talk about what has happened. This restorative approach will result in an agreement on the way forward from the incident. This may include:

- A signed or verbal apology
- Pictures or letters of apology
- A time out
- A privilege being removed

Managing behaviour

There must be a consistent approach to getting attention. Adults will specify how to stop and listen with verbal instructions alongside non- verbal cues:

STOP – Palm of hand held out

LOOK – Hands held in front of chest (children will need to put objects down on desks to achieve this)

LISTEN – Drop hands down to side

If working with a large group of children, to grab attention, hold hand high in the air and wiggle fingers. Children are expected to mirror the action until children are quiet.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Staff praise children as much as possible.
- We distribute Dojo Points to children for good work and for demonstrating aspects of 'Soar at Stonefold' – Respect, Doing their best, Being thankful, Making good choices
- Positive Postcards and positive Dojo messages home are used
- Each week, there is a 'celebration assembly' where children are given 'Soar at Stonefold' value certificates in recognition of their good work or behaviour.
- Children earn the right to 'Soar' and will put their name on the Eagle display in the classroom.

The school acknowledges all the efforts and achievements of children, both in and out of school. The celebration assembly regularly shares children's achievements out of school e.g. by showing certificates or prizes for sporting or performing success.

We want classrooms to be positive learning environments and we manage classroom behaviour by using the expectations from 'Soar at Stonefold'.

‘Practical steps in managing and modifying poor behaviour’ in the Appendix of the policy gives examples of how to manage behaviour in school.

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive “script”. Staff will create a script that they feel comfortable with. An example of this could be:

- 1) I’ve noticed that (you are not ready to learn), reference previous good behaviour
- 2) I need you to ... (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)
- 3) I know you can do this/..you are better than this/ /thank you for listening

This should be no more than a 30-second intervention. The shorter the intervention, the less likely a member of staff is to “improvise”. Staff will then walk away and give pupils time to think and act positively. For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them to meet their individual needs by our Pastoral Manager. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible for following the plans consistently, correctly and to support or request updates when required.

Children with Extremely Disruptive behaviour

There will be children who have great difficulties in conforming to expected standards of behaviour, despite all attempts to help them. These cases will be referred to the Headteacher who may organise meetings with parents, SENCo. and outside agencies as necessary. Strategies for supporting these children may include:

- Set up an IBP
- Meet with parents and pupil to agree IBP
- Select a key worker in school
- Meet and greet at start of day and after lunch
- Set up a special book
- Allocate a quiet room for time out/calm down
- Inform all staff of IBP and their role
- Review progress fortnightly

Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

The Headteacher will consider carefully if the seriousness of the misbehaviour requires a fixed suspension or permanent exclusion. These sanctions will be in line with DfE and LA documentation.

Individual Behaviour Responses

Behaviour decisions are made on an individual basis, taking account of a pupil's needs, vulnerabilities, history and the specific context of the incident. As a result, different pupils may receive different responses to similar behaviours where this is necessary to ensure safety, inclusion and fairness.

Off-Site Behaviour

This policy applies to all pupils when they are on the school site, attending off-site activities (including swimming), educational visits, sporting events or representing the school in the wider community. Pupils are expected to uphold the school's behaviour expectations and safeguarding standards at all times.

While reasonable adjustments are made for pupils with SEND, all pupils are expected to behave safely, particularly during off-site activities. SEND does not remove the school's duty to act where behaviour presents a safeguarding concern.

Fixed-term suspensions and permanent exclusions

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary.

Only the head teacher has the power to suspend or exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the headteacher suspends a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the Chair of the governing board about any suspension or permanent exclusion.

The governing body itself cannot either suspend a child or extend the suspension period made by the headteacher.

When an appeals panel meets to consider a suspension, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Guidance for parents regarding exclusions can be found on the following link:

<https://www.gov.uk/government/publications/school-exclusion#:~:text=Schools%20and%20colleges%20must%20continue,headteachers>

Temporary Withdrawal from Activities

In exceptional circumstances, a pupil may be temporarily withdrawn from a specific activity or visit where behaviour raises safeguarding or safety concerns, particularly in high-risk environments. Any such decision will be:

- time-limited and proportionate
- not an exclusion from school
- accompanied by supervision and continued access to education
- supported by a clear reintegration plan

Bullying Incidents (including Child on Child Abuse)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All claims of bullying are fully investigated, and parents are informed and involved when necessary. Please refer to the Anti Bullying Policy for further details.

Use of physical restraint

All members of staff need to be aware of the regulations regarding the use of force by teachers or support staff, as set out in the DFE guidance: Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies - July 2013 (See Appendix)

The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in their implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Such communication may take the form of a text message, phone call, email or letter.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the member of staff who dealt with the situation. If the concern remains, they should contact the headteacher. Following this, if the concern remains, then the governors may become involved. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.





The school keeps a variety of records concerning incidents of misbehaviour. A record of more serious incidents where correspondence or records of meetings with parents have been kept will be recorded on CPOMs.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

Policy Written: April 2025

Appendix 1: Reflection Sheet

Reflection Sheet	Date: <input type="text"/>		Respect Others	Be Thankful
			Do Your Best	Make Good Choices
What should we do to put it right?	How can we do things differently in the future?			
What do people feel?	Who has been affected?			
				

Appendix 2:

Behaviour Policy Rewards

Established Rewards	New Rewards
<ul style="list-style-type: none">• Dojo Points• House points awards• Certificates in Awards Assembly• Headteacher Prize Box• Attendance awards• Value certificates• Praise in Public	<ul style="list-style-type: none">• Soar at Stonefold Awards• Wow Board• Meet and Greet at the classroom door every morning

Appendix 3:

Practical steps in managing behaviour

- Greet at the door
- Give clear instructions – repeat as children arrive
- Use consistent specific positive descriptive praise – be clear the behaviour you are praising
- Use non-verbal cues
- Ask child “Are you ok?” or “Are you alright?”
- Focus on children doing things what you want – not those who are not
- Use routine for whole class listening

- Model mutual respect
- Clear time countdowns
- Praise on character first
- Teacher position – constant moving / aware of environment and learning –
 - o **S**can, **M**ove, **I**nteract, **L**earn, **E**ncourage
- Use other staff – team approach
- Involve all children in learning
- Use other options to hands up to participate or answer questions

Appendix 4:

Practical steps in managing and modifying poor behaviour

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating, using the steps in behaviour for dealing with poor conduct.

Steps	Actions
1. Encouragement	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2. Reminder	A reminder of the expectations of the 'Soar at Stonefold - EAGLE delivered privately wherever possible. Repeat reminders if necessary (up to 3 reminders). Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.

3. Warning	A clear, verbal warning delivered privately (side on/child's level) making the learner aware of their behaviour (use 'I've noticed...') and clearly outline the consequence if they continue (time out – step 4)
4. Time Out	Give the learner a chance to reflect away from others (preferably within the room). Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to if they need to cool down and/or defuse a situation. In general, 5 minutes should be enough.
5. Repair	A restorative meeting should take place before the next lesson. Staff take responsibility for leading these, receiving support from SLT when requested. Follow the agreed Restorative Questions during this conversation. All internal referrals must be recorded on CPOMS.
6. Meeting with child	A meeting with the teacher, pupil and member of SLT. Recorded on CPOMS with agreed actions.
7. Meeting with parent/carer	A meeting with the teacher, pupil and member of SLT. Recorded on CPOMS with agreed actions. Could lead to TAF meeting or other referrals.

Appendix 5:

Example of 30 seconds scripted intervention

Done discreetly with a pupil

- “I noticed you have chosen to...(turn around during teacher talk, get out of your chair without permission, refuse to begin the task”)
- “That was the agreed rule/value/expectation ...that you have broken.”
- “You have chosen to ... (answer back , refuse to work)”

- “Do you remember when you were brilliant...last week or last lesson?” or “Look at the rest of the class-perfect silence all working hard)”
- “That is the _(child’s name)_ I want to see today!”
- “Thank you for listening.”
- Then WALK AWAY and don’t look back.

Eventually pupils will complete your sentences for you when you are consistent.

It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class - Normalising compliance

Appendix 6:

Behaviour / Consequences Ladder

Level 1:

Class Teacher	<ul style="list-style-type: none"> • Distracting others during learning time and transitional periods • Disagreements with peers • Calling out 	<p style="text-align: center;">Remind pupil of 'Soar at Stonefold'</p> <p>Use non-verbal cues</p> <ul style="list-style-type: none"> • A look • Stand near child <p>Use verbal cues</p> <ul style="list-style-type: none"> • Highlight and praise a child showing the required behaviours • Remind class of expectations • Set a time reminder • Involve child in the learning/discussion 	<p>Support in Level 1: Check-in:</p> <ul style="list-style-type: none"> • Understanding of learning? • Pupil has all required resources? • Pupil isn't hungry or unwell? • Has had a positive start to the morning/afternoon? <p>Check in regularly with the pupil</p>
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Level 2:			
Class Teacher	<ul style="list-style-type: none"> • Disruption to learning • Ongoing disagreement with peers and interrupting learning • Struggling to follow instructions • Disrespectful • Throwing small equipment 	<p style="text-align: center;">Restorative – in class</p> <p>Use restorative conversation: Name, I have noticed that you have chosen to..... You know (reminder of broken rule/expectation) That means you have chosen to (mention consequence) But remember when you were brilliant... (e.g. last week) or look at the class working in silence. That is the (name) I want to see today! Thank you for listening/have a go Then walk away and don't look back Follow through on the mentioned consequence if the behaviour continues</p>	<p>Support Level 2:</p> <p>Use co-regulation strategies:</p> <ul style="list-style-type: none"> • De-escalate • Distract • Reflect on 'Soar at Stonefold' • Label the emotion (you look angry, are you ok?) • Regular deep controlled breathing • Listen to the child and try to resolve or address any concerns <p>SLT support may be involved if these behaviours are occurring regularly</p>

Level 3:

Class Teacher/Senior Leaders	<ul style="list-style-type: none"> Leaving the classroom without permission Inappropriate language Harm of a peer or adult 	Restorative – at playtime	Support Level 3:
	<ul style="list-style-type: none"> Repeatedly not following instructions 	<p>Restorative conversations using reflection sheet</p> <p>Record incident on CPOMS</p> <p>Consider a behaviour support plan</p>	<ul style="list-style-type: none"> Develop a behaviour support plan Observe and identify triggers (ABC) Discussion with parents about behaviours/issues at home Any additional needs? Pupil Voice conversation PSHE topics

Level 4:			
Class Teachers/Senior Leaders	<ul style="list-style-type: none"> Continuation on Level 2 and Level 3 behaviours over a long period of time Racist incidents used with understanding Wilful dangerous or destructive behaviours Wilful harm of peer/adult bullying 	Restorative – in at playtimes and lunchtimes	Support Level 4:
		<p>Record incident on CPOMS</p> <p>Class Teacher/SLT meet with parents</p> <p>Internal exclusion at play times</p> <p>Reinforce restorative approaches</p>	<ul style="list-style-type: none"> Review of behaviour support plan Complete risk assessment identifying triggers – ABC Discussion with parents about behaviours/issues at home Any additional needs? Pupil Voice conversation PSHE Early Help Consider referring for external support (CFWB, CANW) Consider escalating to Level 5 if serious incident

Level 5:

<p style="text-align: center;">Headteacher/Deputy Head</p>	<ul style="list-style-type: none"> • Continuation on Level 2 and Level 3 and Level 4 behaviours over an extended period of time • One off extremely serious incident 	<p style="text-align: center;">Headteacher/Deputy Head</p> <p>Record incident on CPOMS</p> <p>Headteacher/DHT meet with parents to consider:</p> <p>Internal exclusion Fixed-term suspension Permanent exclusion</p>	<p>Support Level 5:</p> <ul style="list-style-type: none"> • Discussion with parents/pupil • External agency • Managed Move • Early help • Consider referring for external support (CFWB, CANW)
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