

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness (John 10:10)

Behaviour for Life and Learning Policy

The *Behaviour for Life and Learning Policy* was reviewed in the Autumn Term 2026. This document is the result of that review.

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Stratford-sub-Castle CE VC Primary school fully recognises its responsibilities for promoting positive behaviour and inclusion.

Key Personnel			
Role	Name	Tel.	email
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Governor with responsibility for behaviour and safety			

Introduction

Stratford-sub-Castle CE VC Primary School is committed to an inclusive education for our learners that secures the widest access to learning and achievement in a safe and supportive environment.

We believe that every learner and member of staff has the right to feel safe, valued and a sense of belonging. We understand that when learners feel that they belong, they are more likely to thrive academically, socially and emotionally.

As a Church of England School we believe that all children are loved by God, are individually unique. The school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. We recognise our duty to try to remove any factor that might represent a hindrance to a child's fulfilment.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

School Vision Statement : *As individuals and as a community we are able to flourish and live 'life in all its fullness' (John 10:10).*

Department for Education (DfE) advice on:

- *Suspension and Permanent Exclusion from schools*
- *Mental health and behaviour in schools*
- *Searching, screening and confiscation at school*
- *Restrictive interventions, including use of reasonable force, in schools*
- *Supporting learners with medical conditions at school*

And on the following statutory documents:

- *Special educational needs and disability (SEND) code of practice*
- *The Equality Act*
- *Working Together to Safeguard Learners*
- *Keeping Children Safe in Education*

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- | | | |
|-------------------------------------|---|--|
| • Safeguarding and child protection | • Behaviour Policy for Staff and Volunteers | • Health and Safety |
| • SEND policy | • Use of Mobile and Smart Technology | • Governors' Written Statement of Behaviour Principles |

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Learner** refers to all learners on roll at our school.

Statement of Aims:

The aim of this policy is to ensure:

- All our learners are safe and protected from harm
- All our learners experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour as that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills.

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

Leadership

'The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'. Elton Report 1989

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- Curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- Training for staff about teaching strategies and approaches that build learner competence to manage their own behaviour.
- Policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teacher to ensure that this policy is implemented 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 learners in the school.
- records are kept of all reported serious incidents of misbehaviour and the actions taken.
- staff are supported to implement the policy through training, monitoring and feedback.

Mandatory Procedures

The consistent approach to behaviour management:

All staff understand the positive impact of certainty as much as consistency on learners at Stratford-sub-Castle CE VC Primary School. While learners benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and ant-social behaviour.

Staff ensure:

- their interactions with learners about behaviour focus always on:
 - behaviours that are helpful for the learner more than those that are not
 - what is happening now and expected in the future more than about the past.
- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

Rewards/recognitions/acknowledgements:

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour.

All staff who deal with learners directly:

- set clear expectations about learner behaviour (positively phrased) that are displayed clearly in each teaching and learning space. (*Rights and Responsibilities*)
- ensure rules, routines, learning habits and specific activities and rituals are mapped out for learners who need an individual response.
- encourage learners to recognise and explore their motivation to follow the behaviour expectations.

Staff promote good and improved behaviour by learners through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each learner.

While our primary focus is specific, targeted, verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages about learner progress to parents.

This includes:

- smiles
- verbal praise
- written comments on work
- name written under smiley face on board in classroom
- stickers / stamp on work
- stickers / stamp on child
- certificates
- bookmarks
- notes home (praise-pad) – class teacher daily (Person of the Day)
- trophies – Star of the Week
- positive comments in home/school book
- sharing work / behaviour with an adult : Head, Deputy Head, previous/future teacher, TA
- sharing work / behaviour with other children : same class, other classes
- special time with an adult: TA, helper, visitor
- verbal and public praise in assembly
- public recognition, assembly: Celebrating Good Work: effusive praise and sticker from Head teacher. Smiley face recording good work or behaviour displayed on tree in hall
- entry into Headteacher's *Happy Book*

Privileges include:

- morning break
- play time during the lunch break
- representing the school

- after-school clubs
- moving round the school without direct adult supervision
- Y6 sitting on benches in assembly
- Y6 School Monitors

The leadership team monitors the use of rewards/recognitions to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Sanctions:

Learners have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate negative consequence or sanction is one that functions as a deterrent, encourages prosocial behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical negative consequences to deal with inappropriate behaviour including bullying by learners. In determining whether a consequence is 'logical' and 'reasonable', the following will be considered:

- the extent to which the consequence provides an opportunity for the learner to rectify harm
- the extent to which the learner has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was a proportionate in the circumstances;
- any special circumstances which are known to the person setting the consequence, including:
 - the learners age
 - any special educational needs or disability they may have.

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disengaged behaviour may constitute a safeguarding concern for either the instigator or learner subjected to that behaviour and record and report accordingly.

Negative consequences comprise:

- low-level sanctions used for minor or first incidents of inappropriate behaviour including verbal warnings or reminders of expectations
 - **the look!**
 - **the look accompanied with – name**
 - **child moved towards teacher/ teaching assistant**
 - **child asked to sit or stand**
 - **teacher moves into child's space**
 - **rewind - try that again**
 - **teacher talks to child firmly**
- medium-level sanctions for repeated low-level behaviour or more serious incidents including internal report/ lunchtime exclusion (internal) with appropriate notice or time-out in another classroom or designated area
 - **loss of privilege (see above)**
 - **informal note or phone call to parent from class teacher suggesting a meeting should take place to discuss their child's behaviour (*Headteacher to be informed and entries to be made into Behaviour Log by Class teacher.*)**
 - **verbal / written letter of apology**
 - **time out in another class: verbal contract**
 - **internal lunchtime report**
 - **class report**
 - **sanction to match the *misdemeanour* i.e. inappropriate play on the track results in loss of track privileges**
 - **increase of adult supervision – moving around school and for school routines**

- **behaviour contract**
- **child referred to Deputy Headteacher**
- **child referred to Head teacher**
- **lunchtime exclusion**

- high-level sanctions for serious or persistent breaches of the behaviour policy including internal exclusion (removal from normal lessons within school), suspension or permanent exclusion. These sanctions can only be decided by the Headteacher or Deputy headteacher.

- **suspension**
- **exclusion**

For further information regarding sanctions for unacceptable behaviour refer to the '*Governors' Protocol for behaviour Management*'.

The success of rewards/recognitions and sanctions and teaching and leadership approaches used is monitored and reviewed within:

- this policy's annual review
- staff performance reviews
- senior leadership team meetings (termly)
- learners' Individual Education Plans (IEP) / Individual Support Plans (ISP) where applicable.

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the learner is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the learner's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no sanctions are given that are ever degrading or humiliating;
- all rewards and negative consequences are applied fairly

Restrictive physical intervention and/or seclusion should only be used when all other options for de-escalating a conflict situation have failed. To prevent or stop a learner from:

- causing injury to themselves or other
- committing a criminal offence
- damaging property
- causing disorder among learners at the school

Staff will try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the learner) will only be used as part of a support plan set up incorporating the views of the parents and the learner where possible. Learners are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all learners. All physical intervention is be carried out in such a way as to safeguard the learner and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs or alcohol
- pornography
- fireworks or flares

Staff can search a learner for any banned item, or any item believed to be stolen if the learner agrees and this has to undertaken by senior staff (Headteacher or Deputy headteacher) and by at least two staff members; **at least one of the same gender as the learner**. However, the headteacher and staff authorised by them can search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a **dangerous/ unlawful** item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other learners talking about the item, or they might notice a learner behaving in a way that causes them to be suspicious. The member of staff conducting the search will understand that learner's expectation of privacy increases as they get older.

Teaching and the curriculum

Our learners access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing learner self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes learners' self-control and ability to self-regulate, and strategies for doing so. We aim to help learners to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages learners to be engaged.
- Invest time and energy in building positive relationships with learners. This may include:
 - Greeting learners in the morning/at the start of teaching sessions.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
 - Highlighting and promoting prosocial behaviour.
 - Concluding the day positively.

- Make reasonable adjustments to expectations and to consequences for anti-social behaviour for learners with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.

We recognise and teach the importance of being FREE through our school Rights and Responsibilities.

‘FREE’ also articulates what we strive for our learners to be - free to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and from low aspiration.

Learner support systems:

We regularly review the support available to those individual learners identified as being at risk of disengagement. The support offered includes:

- Access to alternative/enhanced curriculum
- Planned ‘Time Out’. Learners who exhibit impulsive behaviour can be offered a Time Out card where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENCo/DHT/HT.
- Identification and support of SEND. Any learner will have an **Individual Support Plan** if their progress in terms of their social, emotional or mental health (SEMH) development:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child’s previous rate of progress
 - fails to close (or widens) the attainment gap between the learner and their peers

We use the [Wiltshire SEMH Assessment tool](#) to support with this.

We will determine whether there are any underlying cognitive or communication difficulties that may be contributing to the learner’s behaviour. Where a learner is identified as having SEMH-related difficulties, SEND support will be put in place.

Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for these learners whose behaviour may be the result of a learning difficulty, a disability or a medical condition.

Trauma informed practice – We understand that trauma can negatively impact learners’ ability to feel safe or develop trusting relationships with staff and their peers in school and we ensure ISPs for any learners who have experienced trauma in their lives are informed by good practice guidelines to:

- avoid re-traumatisation and to
- address the barriers that learners affected by trauma can experience in school.

We use the [ATRCM tool](#) to support with this.

Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support learner’s social and emotional development.

Enhanced provision (THRIVE)

Enhanced provision refers to additional support provided for learners who may need more focused social, emotional and mental health (SEMH) intervention. This support ensures that every learner can succeed in a way

that meets their individual needs. Within our school, we have a Thrive Practitioner who delivers this support. The model we follow is a part time model. This intervention is intended to be short term with the aim of all learners returning to their mainstream class on a full-time basis.

Enhanced provision is used in a way that is fair and supportive, helping learners develop positive SEMH and relationships. Progress is monitored and reviewed regularly by school leaders.

Liaison with parents

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

Managing transitions to the next stage of their education/life

We recognise that how learners start and leave our school is a key indicator of

- success with us and
- success at their next school.

Consequently, we work closely with parents to ensure we have the most up-to-date information about our learner's social emotional and mental health needs. We ensure learner's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for learners are shared on transition:

- by the setting/school previously attended by the learner.
- by the DSL/Pastoral lead in the next school when the learner leaves us.

For any learner dual-registered with another school or supported by an alternative provider commissioned by the school, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the learner. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with learners are provided with continuous professional development in this area.

This includes training in:

- Positive behaviour management and restorative strategies
- SEN and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child on child abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of learners.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and learners.

Staff support

Due to the demanding nature of our work dealing with learners who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Monitoring and review

Governors ensure that learner wellbeing is an agenda item on the for every full governing body meeting.

The head teacher ensures that learner welfare is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated **governor** for safeguarding meets the head teacher every term (six times a year) to monitor the effectiveness of this policy.

