



Stoke Mandeville Combined School

Governing Board

Behaviour Policy

Adopted: January 2019

Reviewed: September 2025

Next Review Date: September 2026

Behaviour Policy

Originally adopted January 2019

Reviewed and updated September 2025 at FGB meeting

To be reviewed annually – Next review due September 2026

Introduction

Stoke Mandeville Combined School seeks to create an environment that encourages and reinforces good behaviour and where every member of the school community can feel valued and respected. We expect mutual respect of all children and adults, and aim to develop self-discipline in our children. We believe that good behaviour is an important outcome of children's education.

The School behaviour policy is designed to detail ways in which all members of the school can live and work together in a supportive environment. It aims to promote a positive learning environment where all feel happy, safe and secure.

The Governing Body at Stoke Mandeville are committed to supporting the development of behaviour and anti-bullying strategies.

Aims

- To encourage consistency of response to both positive and negative behaviour through clear expectations and fairness
- To define acceptable standards of behaviour
- To encourage and reinforce positive behaviour through our PSHE (Skills for Life) curriculum, Circle Time sessions, assemblies and throughout school life
- To ensure the safety and well-being of all children, staff and visitors
- To teach children that actions have consequences
- To ensure that all children are listened to and treated with equal respect
- To ensure positive motivational strategies are employed, including our rewards and sanctions
- To promote self-esteem, self-discipline and positive relationships
- To encourage de-escalation rather than confrontation
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

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

Expectations

At Stoke Mandeville Combined School we will:

- Treat each other with respect at all times, therefore providing a positive role model for the children and each other;
- Reward good behaviour;
- Provide encouragement and stimulation to all children;
- Treat all children fairly by applying this policy in a consistent way, taking into account individual needs;
- Avoid any behaviour considered to be bullying
- Ensure that each class has shared and displayed the Pupil Code of Conduct ;
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Our School Values

At Stoke Mandeville Combined School, we place great emphasis on our values which underpin all that we do in school. These values are:

- Respect
- Responsibility
- Resilience

Children are rewarded for demonstrating these values in class through house points and in our weekly Celebration Assembly and by children showing success in achieving the class goal, leading to their inclusion on the “Board of Recognition”. We believe that having these values help the children to reach their social and academic potential.

Pupil Code of Conduct (School rules)

Children are expected to:

- Show respect for members of staff, including when sanctions are given
- Show respect for each other
- Treat the school buildings and school property with respect
- In class, take responsibility for the learning of themselves and others.
- Take responsibility for their own actions
- Show resilience in all activities

Pupil Support

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

A Positive Approach

The core beliefs of Stoke Mandeville Combined School are that:

- Behaviour can change and that every child can be successful;
- Using a positive system of verbal praise or rewards will increase children's self-esteem and thus help them to achieve more;
- Celebrating success helps children to achieve more;
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way;
- Reinforcing good behaviour helps our children feel good about themselves;
- Ensuring that children are listened to;
- Ensuring correct school uniform is worn, enhancing a sense of identity and pride
- Home school agreement (appendix 4) is revisited each year with Key Stage 2 children.

Rewards should cover the broadest possible range of achievements and therefore be accessible to all children. At Stoke Mandeville we use

- Praise
- House Points
- Board of Recognition
- Stickers including Gold Headteacher Stickers
- Phone calls home
- Special privileges and responsibilities
- Opportunity to meet with the Headteacher at "Hot Chocolate Friday"
- Informal parent/carer communication

Classroom Management

Our aim is for all aspects of school to be a positive experience for all our school community and therefore positive behaviour is promoted at all times and the School Code must be followed. The management of behaviour starts with the behaviour management skills of all staff.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged

- **Display the pupil code of conduct**
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

In order for a situation to be dealt with effectively and appropriately, all incidents must be reported in a timely manner and preferably within one school day. Incidents that happened 'a few days ago' are not easily resolved. Children must report incidents immediately to a member of staff.

Parents who need to report incidents should discuss them with the class teacher in the first instance. Concerns raised by parents will be recorded by the class teacher and will be reported to other staff following the escalation process as appropriate.

The staff member will discuss the incident with the children concerned and take appropriate action which aims to be sensitive to the needs of all those involved.

Adults will **Praise in public and reprimand in private** (PIP and RIP); positive behaviour is dealt with overtly in front of others, negative behaviour is dealt with discreetly and quietly.

Adults are calm and consistent in their approach. An emotional response to poor behaviour serves to reward the child and lead them to thinking you are not in control. Shouting and delivering heavy punishments will not lead to a respectful environment. Whole class punishments would not generally be used as this is ineffective.

It may be helpful to think of the phrase 'Parent on the shoulder' - Imagine the child's parent on your shoulder listening in – would you still be responding in the same way?

All adults should use the suggested scripts for dealing with behaviour incidents to ensure that there is a calm, consistent and kind approach to difficult behaviour (See Appendix 3)

Restorative Conversation

After any incident it is important for a period of restoration to happen. This allows everyone involved to feel they have been listened to and to repair relationships. These can only happen after the event and when everyone is again calm. (See Appendix 3)

In the playground

Playground equipment is provided for children to use and they are expected to play sensibly and share space and equipment responsibly.

Children are expected to ask permission before entering the building during breaktimes. When the Hooter sounds children will clear away any play equipment. Then when the first bell rings children will stop and freeze. On the second bell the children should walk into school in a quiet, orderly manner where staff will be positioned on entry doors.

Children whose behaviour is deemed inappropriate in the playground may have appropriate sanctions applied by the duty member of staff. The behaviour and actions taken will be reported back to the class teacher and be recorded as a behaviour incident in CPOMs. More serious incidents should be reported to a member of the Senior Leadership Team.

Wet Playtimes

Children are expected to engage in a quiet activity (wet playtime equipment is available in each class). Class teachers should ensure that children are clear about these rules for wet playtimes in the classroom area.

- Children should remain in their own classroom area (with exception of Year 6 monitors during a wet lunchtime);
- Children should remain seated as much as possible;
- Any movement around the classroom should be calm and orderly;
- Children will only use the equipment, games and resources designated by their teacher for the wet lunchtime period;
- Teachers may wish for their class to **watch age appropriate programmes**; KS1 to watch CBeebies and KS2 CBBC, **under adult supervision**.
- For safety reasons, **scissors, paint, glue, ipads or the computer should not be used unless supervised**;
- Children should clear away when asked to do so by the adult supervising.
- A movement break may be given at the end of the playtime.

Behaviour outside school

Children are also expected to behave in a polite and orderly manner when they are on their way to and from the school. This also means that their behaviour outside the gates, when leaving school should always be of a high standard.

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

School Residential

- Children are expected to behave and follow the Pupil Code of Conduct while on residential visits. Parents and children will be required to sign a behaviour and conduct agreement prior to the residential.

Consequences and sanctions (see appendix 2)

In trying to promote positive behaviour for all children there will also be times when children need to be reminded of their responsibility for poor behaviour. Consequences and sanctions should be applied fairly and consistently and be appropriate for the age and stage of a children' development. These should be seen as ways to help children learn acceptable behaviour.

All incidents must be reported back to the class teacher. An appendix of unacceptable behaviour along with suggested consequences has been included. These are a suggestion and not a definitive list. Staff will apply age appropriate education consequences to support the child to make better choices in the future. If no improvement is seen the educational consequence will escalate.

The steps to be followed for sanctions are as follows:

1. Child to be given a verbal warning
2. Second verbal warning –(class teacher to be informed if this is at break or lunchtime)
3. If the behaviour is seen again the child misses part of the following playtime or in the case of lunchtime behaviour will be put into "Time out".
4. If the behaviour has not been modified parents are contacted and made aware. Discussion leads to an understanding of a need for a change in behaviour by the child and of the concerns being raised from continuing poor/ unacceptable behaviour.
5. The Senior Leader becomes involved with further sanctions applied by them. The child may be required to work in a different class for half a day to see improvements
6. A member of the senior leadership team becomes involved with incidents. They may be required to work in the safe room such as the PPA room or the Quiet room during lessons. If there are more than 2 incidents needing SLT involvement in a week parents will be invited to meet and a behaviour support plan will be put in place.

Escalation for continuing poor behaviour

Any child who has been considered to have significant difficulties will be placed on a Behaviour Support Plan which will be shared with parents during a meeting. This will be supported by the use of a behaviour book to ensure clear communication of concerns, sharing of information and careful monitoring of behaviours. A Behaviour Support Plan is intended to be a short term support to see significant improvements in behaviour using a consistent approach. This will be reviewed after 2 weeks with a further 2 weeks monitoring.

We may remove a child from the classroom in response to serious or persistent breaches of this policy. Children may be sent to work in isolation if they are disruptive, and they will be expected to complete the same work as they would in class.

If at the end of **two weeks** on a behaviour plan there continue to be concerns regarding behaviour with no significant improvement seen, professional external advice will be sought by the school. This will be shared with parents.

While a Behaviour Support Plan is in place a child may still be in danger of internal or external suspension. All internal and external suspension are reported to Governors for monitoring and strategic planning. External suspensions are reported to the Local Authority. Only External Suspensions remain on the child's educational record.

Suspensions or Exclusions

In serious incidents, or incidents which are repeated following work in partnership with parents, the Headteacher may need to take more formal measures such as internal or external suspension or exclusion. A full investigation should take place before a suspension is issued. This may mean that the pupil is placed in isolation until a full investigation is carried out which would then determine the level of sanction. However, it should be recognised that this is a last resort and will only be used when the Headteacher deems it necessary.

The following suspensions may be applied:

1. Lunchtime suspension—If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time they will be required to be picked up by their parent/carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. Fixed term suspension—At times it may be necessary to suspend a child for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff will discuss strategies with parents so that the child's return is a positive experience.
3. Permanent exclusion—This would only occur when all interventions for support have been exhausted and staff believe that Stoke Mandeville Combined School is unable to further meet the child's needs.

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physically hurting others
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic language or any discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A verbal reprimand
- Removal of break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children.

Physical Restraint

As outlined in the DfE guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> , all staff have a legal power to use reasonable force if in their professional judgement it is required. Staff may use reasonable force to restrain a pupil to :

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

Training

All staff receive training in de-escalation called Buckinghamshire (Norfolk) Steps, Step on training. The first training provided allows staff to use guides and support to move children if they are needed.

The training means staff will ensure any handling is

- applied using the minimum amount of force and for the minimum amount of time possible

- used in a way that maintains the safety and dignity of all concerned
- never used as a form of punishment

All restraints are recorded on our CPOMS system and reported to parents.

Some staff have also received additional training which is called Step Up training. This is only given to staff who may need to support the behaviour of a child with an identified need. Again all restraints are recorded on CPOMS and reported to parents by a teacher, in a timely and confidential manner.

Behaviour management will also form part of continuing professional development.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Roles and Responsibilities

The Governing Board

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

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

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board. Headteacher will also approve this policy.

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

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents

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

Parents

Parents are expected to:

- Support their child in the Home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil Code of Conduct (School rules)

Children are expected to:

- Show respect for members of staff, including when sanctions are given
- Show respect for each other
- Treat the school buildings and school property with respect
- In class, take responsibility for the learning of themselves and others.
- Take responsibility for their own actions
- Show resilience in all activities

Links to other policies

Other policies which should be read alongside this policy include

- Antbullying Policy
- Child Protection
- Equalities and Cohesion Policy
- Staff Code of conduct
- Mobile Phone Policy
- ICT and Internet acceptable use policy

Monitoring of the Policy

We will regularly monitor our behaviour system for rules/rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff/parents/children
- Recorded incident reports (CPOMs)
- Feedback from classroom observations
- Questionnaires from parents/staff/children
- Number of children sent to the Headteacher or senior staff
- Feedback/comments from visitors to the school

This policy is intended to be used by all staff, both teaching and non-teaching staff. Students undertaking placement in this school are also expected to follow this policy.

Appendix 1

Behaviour Policy in Practice

Whole School Awards

The current rewards system used in school is the House Points system. This is used to reward children for good work or good behaviour. To support and motivate learning at the end of the week on a Friday children can earn double house points for good work (Double House Point Friday)

Children collect House Points during the week which are collected for each House. Scores are totaled and announced in a weekly assembly. The House who collects the most House Points by the end of the term entitles them to have a free Mufti Day in school on a day before the end of each full term and decided by the SLT. House points will not be removed once awarded.

Children who are deemed to have completed a particularly good piece of work may also be sent to the Headteacher. The Headteacher will present the child with a Gold sticker and house points.

Classroom Awards

Each class also has a display of “ The Board of Recognition”. A class target will be set by the teacher on the board of recognition for all children to try to achieve. This will be changed regularly. Names will be added across the week for those who manage to achieve this and house points awarded. At the end of the school day all children who have managed to move onto the board of recognition will receive up to 3 house points. Children can move up to the silver star and receive a house point when they go above and beyond in their work or in demonstrating one of the 3 Rs and/or good conduct within school. Children can move to the gold star to visit the headteacher for a gold sticker.

Recording of Behaviour

Negative behaviours or specific high-level positive behaviours are logged onto CPOMs. Incidents are then reviewed by SLT on a weekly basis to consider if further intervention is needed.

Appendix 2 - Escalation of consequences

	Behaviour Concern	Educational Consequences
Stage 1 (Low Level)	Talking during work time Not following instructions Disrespectful to adults eg calling out, answering back Distracting peers Chatting inappropriately such as during assembly or during teacher input Throwing/flicking things Leaving the classroom without permission Demonstrating disrespectful tone and attitude when being spoken to by an adult	Time missed during breaktime up to five minutes. Class teacher to remain with child Child to walk around with an adult during breaktime up to 5 mins
Stage 2	No Improvement seen from stage 1 and further incidents seen in the same day / week Repeatedly being disrespectful to adults in school Raising voices to talk across a classroom and distract others	Children to miss up to 10 min of their breaktime Communication with parents (class teacher to contact) Children to have time out on the bench for up to 10 mins during lunch time or break time Change of classroom seat temporarily
Stage 3	No improvements seen from stage 2 and further similar incidents recorded within a 2 week period Physical and emotional harm to others Swearing Inappropriate physical touching including retaliation	Child to complete work during break time or lunchtime Change of classroom to complete set work taken by an adult (can be up to 20 minutes) Withdrawn from placement on teams and access to after school clubs (unpaid) Communication with parents and a meeting to be arranged to discuss this Behaviour book started for up to 2 weeks Parents to sign daily.
Stage 4	No improvements seen from stage 3 and meeting with parents with repeat incidents recorded within a 2 week period Damage to school property Racist and homophobic language Inappropriate use of Social Media such as WhatsApp groups	Child to speak to a member of SLT Internal suspension Communication with parents where suspension is deemed proportionate (Headteacher to make contact) Behaviour plan put in place to monitor and support change. Discussion with SENDco
Stage 5 (Serious Concern)	No improvement seen from stage 4 monitoring and behaviour plan Pre meditated Physical assault on staff or pupil	Contact made with PRU for advice When appropriate contact made with other external agencies such as Social care and or Police Parents meeting held with headteacher where they are made aware of risk of suspension

Appendix 3

Adult Scripts to be used consistently across the school

Scripts to ensure consistency

30 second intervention is used when a child is struggling with a particular behaviour:

- You seem to be(having trouble getting started, wandering around the classroom)
- You have chosen to (catch up with your work at lunchtime, move to the front of the class)
- Do you remember last week when you(tried so hard with that work on fractions, helped XX on the playground). That is who I need to see today.

- Thank you for listening (*Move away and give the child take up time*)

The script deals with poor behaviour whilst also reminding them of their good behaviour. This response becomes quick, efficient and predictable and takes the emotion out of the situation

Managing a situation where a child is trying to seek control/power:

- I can see something is bothering you. Would you like to talk about it or write about it?
- I need you to come with me so we can talk about this properly
- I hear what you are saying.....(it is not easy, but I know that you can handle this – remember when....)

A restorative conversation can only take part when the heat is taken out of a situation.

It should be used when there has been a heated situation involving 2 or more children:

- What happened? Asking a child why they did something is extremely difficult to answer and immediately creates confrontation.
- Who else was affected?
- How were they affected (or how did this make them feel)?
- How can we put this right?

Scripts will prevent adults from making comments that may have been used in an emotional response that will not be helpful to the situation or the child.

Appendix 4

Home School Agreement

At Stoke Mandeville we believe that the Home School agreement remains a positive agreement and understanding of expectations for all stakeholders. While this is no longer a statutory requirement for school the clarity this provides supports our aims and objectives in providing high expectations and outcomes for all children. The following is a copy of the agreement shared with all stakeholders. This will be discussed with children in Key stage 2 and they will be asked to sign this at the start of each school year.

For its children, the school will:

- Provide a rich, stimulating, secure and safe learning environment in which there is an opportunity for all to achieve success and to develop their full potential
- Give access to a broad and balanced curriculum with a range of learning pathways and opportunities beyond this
- Develop skills that will enable its children to be successful lifelong learners
- Help children feel valued as individuals, build positive relationships and develop a sense of responsibility towards others
 - Provide high quality teaching and extra support where needed
 - Ensure equality of opportunity for all children to participate in school activities
 - Keep children regularly informed as to their progress and set realistic targets for improvement
 - Deal promptly with any form of unacceptable behaviour that comes to our attention
 - Treat children as individuals and recognise that they have individual needs

For its parents/carers, the school will:

- Communicate regularly to inform parents/carers about their child's educational progress, attendance and welfare
- Keep parents informed of the activities of the school, particularly noting any changes to existing practices
- Actively seek the views of parents about how the school can improve

As a pupil I will

- Show respect to other children, staff, visitors and members of our local community
- Arrive promptly, regularly and with the appropriate equipment for work
- Wear full school uniform, smartly
- Uphold the schools Values through the 3Rs
- Not deliberately cause hurt or offend any member of the school community
- Complete all homework and schoolwork to the best of my ability and within the specified time including reading aloud to an adult.
- Take responsibility for reminding my parents about work to be completed
- Co-operate fully with any reasonable request made by an adult in school
- Inform someone with responsibility of any concerns I may have about myself or others
- Behave in a safe way that does not put mine or anyone else's health and safety at risk.
- Take good care of the school buildings, grounds and equipment including respecting the property of others.
 - Support the school's approach to online safety and not deliberately send messages, upload or add images, video, sounds or text that could upset or offend any member of the school community.
 - Refrain from uploading images of other children and members of staff.

As a parent I will:

- Work with the school to achieve its aims and reinforce its ethos
- Ensure my child attends regularly, on time, properly equipped and wearing correct school uniform
- Support school policies; especially the Behaviour Policy
- Notify the school on each day of my child's absence
- Inform the school of any circumstances which may affect my child's progress
- Attend regular parent consultation events to discuss my child's academic and social progress
- Support my child with their homework and other learning opportunities including listening to my child read aloud regularly
- Be supportive of our school in the local community
- Support the school's approach to online safety and not deliberately send messages, upload or add images, video, sounds or text that could upset or offend any member of the school community.
- Refrain from uploading images of children, other than my own child, and members of staff.

Positive Behaviour Management Plan Example

Name:	DOB:	Date:	Version of plan: Review Date:
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<p>Brief description of presenting difficult/dangerous behaviours: XXX makes noises and talks over others in class regularly. XXX makes a range of noises to attract attention XXX is defiant and abrasive when reminded of the class rules XXX is involved in disputes at lunch and break times XXX does not tell the truth and take responsibility for his behaviour</p>	<p>Positive behaviour(s) we wish to see / have: Follow the class rules Speak when it is turn Be polite Complete work to an acceptable standard</p>
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<p>Differentiated measures to promote / support positive behaviours:</p> <p>Remind XXX of when he is doing well and reflect on how that feels for him Give praise and housepoints when he does well Talk about transitions and why he has difficulty with them. Offer a movement break</p>

<p>POSITIVE behaviours you will see:</p> <p>XXX will concentrate in lessons XXX will put his hand up to ask questions XXX will talk respectfully to adults XXX will have playtimes without incidents</p>	<p>What you will say:</p> <p>Praise good concentration and outcomes Reminders to put up hand and wait for turn – praise Reminder to talk respectfully and consequence of at least 5 minutes off playtime whenever he is disrespectful Reminder of play time rules</p>	<p>What you will do</p> <p>Give house points</p>
<p>DIFFICULT</p> <p>XXX makes a range of noises to attract attention during teacher input XXX will talk rudely to adults. XXX will be defiant and not follow instructions XXX will be involved in unkind and or dangerous behaviours on the playground</p>	<p>What you will say</p> <p>No words</p> <p>Unacceptable You need to stop. Unacceptable This behaviour has to stop. You can choose to stop.</p>	<p>What you will do</p> <p>Give a yellow warning card</p> <p>12 minutes off play</p> <p>Miss playtime Go and work in the Nurture Room (if it is free) and take some time to think XXX to lose 5 – 15 minutes of break depending on how soon he stops and the level of behaviour</p>
<p>DANGEROUS behaviours you will see:</p> <p>XXX will refuse to follow instructions XXX will argue with adults XXX will lie to others</p>	<p>What you will say:</p> <p>You need to follow my instructions. This keeps you safe The instruction is... repeat instruction and give time to comply</p>	<p>What you will do:</p> <p>XXX to miss his break. 2 incidents in a week to lead to an internal suspension.</p>

	When you tell the truth you build relationships, when you lie you break them.	If instruction is not followed XXX to leave classroom for the entire lesson When XXX is caught in a lie he is to work in a different space More than 1 incident in a week to mean a risk assessment is carried out in partnership with parents.
Post incident recovery and debrief measures		

Signature of plan co-ordinator.....Date

Signature of parent / carer..... Date

Signature of young person (if appropriate).....Date.....