Behaviour and Relationships Policy

Stoneferry Primary School

1. Introduction

At Stoneferry we understand the value of relationships. We know that children need to feel safe, secure and comfortable with the adults around them in order for them to flourish academically, socially and emotionally. This policy sets out our expectations for behaviour. These are underpinned by the positive relationships established between staff and pupils informed by research, evidence and trauma informed practice. We also recognise that for some pupils, a more personalised approach may be needed to meet their developmental needs. The key principles outlined below support children to understand their behaviours and manage them well.

2. Aims of this policy

This policy aims to:

- Establish a whole-school approach to behaviour that promotes and reflects our core values of **Raising Ambition, Reflective, Responsible and Respectful**.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Ensure all management of behaviour is consistent and underpinned by positive relationships
- Support staff to realise and acknowledge the prevalence of trauma and its symptoms
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
  Support pupils to understand how their behaviour and attitudes contribute to their success, wellbeing and the success of others.
- Outline a clear behaviour pathway with support provided at each stage
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline additional support for pupils who require a more personalised approach

3. The behaviour curriculum

3.1 Expectations

In our school, pupils are expected to:
At Stoneferry we aim for all children to display ‘Stoneferry Standards’ in all areas of our school. Each classroom has their own rules as well as more general school rules.



The Stoneferry Values

At Stoneferry Primary School, we expect all pupils to demonstrate our four core values in their learning, relationships and behaviour.

Raising Ambition

We encourage every pupil to:

- Work hard and achieve their best
- Take pride in their learning and presentation
- Have high expectations of themselves
- Persevere when learning is challenging
- Develop confidence and independence
- Believe in their ability to succeed

Reflective

We encourage every pupil to:

- Think about their choices and actions
- Learn from mistakes
- Listen to feedback and act upon it
- Consider how their behaviour affects others
- Solve problems thoughtfully
- Make positive changes when things go wrong

Responsible

We encourage every pupil to:

- Take responsibility for their actions and learning
- Follow instructions first time
- Make positive choices
- Look after school resources and the environment
- Help and support others
- Contribute positively to the school community

Respectful

We encourage every pupil to:

- Treat others with kindness and courtesy
- Listen carefully when others are speaking
- Respect differences and diversity



- Show good manners
- Respect school property and the environment
- Build positive relationships with others

Stoneferry Standard

We believe pupils demonstrate the Stoneferry Standard when they:

- Raise ambition by always striving to do their best
- Reflect on their choices and learn from mistakes
- Act responsibly in their learning and behaviour
- Show respect for themselves, others and their environment

These are reinforced through our **teaching and learning strategy** which are monitored regularly by Senior Leaders to ensure a consistent approach.

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations.

To ensure these are fully understood by pupils, we reinforce these expectations regularly, praise pupils for demonstrating these standards, and display posters and signs around the school to clarify the behaviour we expect in different parts of the school: (**Appendix 4)**

Examples of the types of behaviour at each stage are given in (**Appendix 2)**

3.2 Curriculum and assemblies

Assemblies, PSHE lessons and the wider curriculum explicitly teach and celebrate the values of Raising Ambition, Reflective, Responsible and Respectful. Pupils are given regular opportunities to explore how these values can be demonstrated in school, at home and in the wider community.

Building and maintaining effective relationships form a key element of our pastoral curriculum. By ensuring positive relationships we strive to establish an environment where pupils trust the adults in the school and where they feel safe and well cared for.

4. Responding to good behaviour

Staff actively recognise and celebrate pupils who demonstrate our school values. Positive recognition may be given when pupils:

- Show ambition by challenging themselves and persevering
- Demonstrate reflective thinking and learn from mistakes
- Take responsibility for their actions and learning
- Show respect towards others and the environment



The expectation is that all children will model Stoneferry Standard and this will be reinforced, recognised and praised by staff throughout the day.

Additional rewards can also be earned to encourage positive attitudes.

Our school has a high standard of expectations for all students, which we call the "Stoneferry Standard." Students can earn stamps for displaying the ‘Stoneferry Standard’ and any of the 4 school values. These can be rewarded with a sticker.

Each day, all classes have a board of recognition for children who has demonstrated an area of development of the 4 values that the teacher has chosen to focus on. Children who do exceptionally good work are encouraged to share it with other teachers, staff, and the headteacher, who will give them a special headteacher sticker.

Once a week, one child from each class is chosen by their teacher to receive a ‘Raising ambition’ certificate in our celebration assembly and parents are invited into school to celebrate their child achievement.

Pupils are also chosen to receive an award who consistently demonstrate values of responsibility, respect and reflectiveness throughout all areas school life.

Each week, the headteacher also gives a certificate and pencil to one child who has displayed exceptional behaviour or academic achievement.

Every Friday, one class is awarded the "Golden Welly" for good behaviour on the playground for that week. The class receives the award for playing well together and following the playground rules. The class is then rewarded with ten extra minutes of playtime.

5. Logical consequences

When behaviour falls below the expected standard, staff will have a positive conversation that will support pupils to **reflect** on:

- Which school value was not demonstrated
- How their actions affected themselves and others
- What they could do differently next time
- How they can repair relationships where appropriate

Logical consequences are applied to ensure that we maintain a safe and positive learning environment for all children. Logical consequences are applied appropriately to the particular situation or circumstance of the behaviour. Any behaviour that is not of an acceptable standard must be challenged by all adults. In most cases, children respond well to a reminder about expectations. If needed, a warning will be given.



If a child continues to demonstrate behaviour that does not meet the expected standard, all adults must follow the **behaviour pathway: See Appendix 3**

Where there is persistent poor behaviour, parents will be contacted to discuss next steps. This may include being placed on a **pastoral plan** agreed with the child/ member of staff/ parents & carers. If further support is needed, a **multi-element plan** may be used.

6. Pupil support systems

For some pupils, additional support may be needed as their behaviour may be caused by an identified need or unmet social or emotional need. Additional assessments will be carried out to determine the needs and bespoke support. This may involve intervention, ELSA support or external agencies. A pastoral plan will be used to identify clear expectations and targets and parents will be involved.

Reasonable adjustments may be made to the usual rewards and logical consequences in individual cases in response to any special educational need or disability.

7. Physical intervention and use of reasonable force

All staff are encouraged to recognise escalating behaviours at an early stage and to use de-escalation strategies where possible to avoid incidents from escalating. Staff follow the guidance from the Team Teach approach to support with de-escalation. It is essential that adults remain calm and use agreed and consistent language. Maintaining strong relationships built on trust and respect are essential, especially when a child is struggling to manage their behaviour.

In our school we view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. However, there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

In all cases, reasonable force will:

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Cpoms and reported to parents



When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All children who have previously needed physical intervention will have a bespoke **Physical Intervention Plan** so staff are able to identify and remove triggers, leading to fewer incidents. This RPI will be written in collaboration with parents, staff and external agencies where appropriate.

Please refer to separate **Physical Intervention Policy** for further information.

8. Roles and responsibilities

The Local Advisory Board

- Review this behaviour policy in conjunction with the Head of School
- Monitor the policy's effectiveness
- Holding Senior Leaders to account for the implementation of the policy

The Senior Leadership Team

- Set high expectations by consistently modelling the agreed behaviour principles.
- Ensure that the school environment encourages positive behaviour
- Monitor how staff implement this policy to ensure rewards and logical consequences are applied consistently to all groups of pupils
- Ensure new staff are provided with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Provide regular training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that the data from the behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Provide accurate information to the Local Advisory Board and the Trust.

All school staff

- Set high expectations by consistently modelling the agreed behaviour principles.
- Take an active role in creating a calm, orderly and safe environment for pupils
- Build positive relationships with pupils and their families
- Establish and maintain clear boundaries of acceptable pupil behaviour



- Implement the behaviour pathway consistently and fairly
- Respect and listen to pupils
- Provide a personalised approach to the specific needs of particular pupils
- Record behaviour incidents promptly in line with the school policy

Parents and carers

- Support the school's expectations of behaviour
- Support their child in adhering to the school's behaviour policy, including accepting any sanctions
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure their child attends school regularly, on time and wearing the correct uniform

Pupils

- Demonstrate the Stoneferry Values in their behaviour and learning
- Raise ambition by always trying their best
- Reflect on their choices and learn from feedback
- Take responsibility for their actions and learning
- Treat others with respect and kindness
- Follow school routines and expectations
- Support others to meet the Stoneferry Standard
- Respect differences regardless of race, religion, gender, disability or sexual orientation
- Attend school regularly and punctually

9. 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

10. Bullying

Bullying is defined as the repetitive, 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • 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

We take all reports of bullying seriously and always fully investigate. Bullying in any form, is not tolerated in our school. Please see separate **Anti-Bullying Policy.**

11. Child on Child Abuse

At our school, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.



We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between children including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment or sexual violence

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

If a pupil reports an incident of abuse, we will let the pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently, and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.

Incidents relating to all forms of bullying will be reported, recording, and dealt with, in accordance with either the Academy's Anti-Bullying or E-Safety policy.

Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. The school considers a balance between the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

12. Behaviour Beyond the School Gates

In line with section 89 of the Education & Inspection Act 2006, this policy also applies to poor behaviour not on the school premises.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity.
- Travelling to or from school.



- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member 'to such an extent as is reasonable'.

13. Screening, Searching and Confiscation

The Education Act 2011 allows staff to lawfully search pupils, without consent or parental permission, if there is a suspicion that the pupil has has a 'prohibited item'. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Only the Head of School, or a member of staff authorised by the Head of School, can carry out a search. The Head of School can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

14. Malicious allegations against staff

If an allegation is determined to be malicious, the Head of School or Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of School will consider the appropriate disciplinary action against the pupil who made it.

15. School visits and out of school activities

Our main concern is for the safety of all the children in our care. In exceptional cases it may be felt that the behaviour (or trends of behaviour) of certain children might create a safety hazard for themselves and other children/staff. A risk assessment will be undertaken

by the Senior Leadership Team or Head of School. Parents will be informed (usually in writing).

If a child does not pass the risk assessment for an out of school activity, alternative provision will take place in school.

No child will be excluded from any activity due to any physical or learning disability, economic or religious reasons.

16. Monitoring

Staff monitor the effectiveness of this policy on a regular basis and report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Trustees to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

17. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

18. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school logical consequences and interventions. The decision to suspend or exclude will be made by the Head of School and only as a last resort.

Following a suspension, a reintegration meeting will be held with the pupil and their parents to review expectations and additional support that may be provided.

Please refer to our **Suspensions and Exclusions Policy.**

19. Pupil transition

Inducting incoming pupils



The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings, send out transition maps and teacher welcome letters.

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.

20. Training

Regular behaviour updates take place during staff meetings to ensure that all staff feel confident to deal with behaviour and to ensure consistency. The behaviour leads provide support and guidance for all members of staff who require additional strategies. Physical intervention training is kept up to date.

Induction for new staff members includes guidance on the school Behaviour and Relationships Policy. Regular CPD is planned throughout the year with a focus on a range of special educational needs, anxiety and mental health and wellbeing support to ensure that staff feel knowledgeable and equipped to begin to identify the root of behaviours and subsequently plan strategies to address this. Regular visitors to the schools are provided with information about the implementation of the Behaviour and Relationships Policy and how to report incidents or concerns.

21. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.



- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

11. Links to other relevant policies

This policy makes reference to other whole school policies and guidance:

- Anti-bullying Policy
- Guidance for Safer Working Practice for Adults Working with Children and Young People in Education Settings 2019
- Single Equalities Scheme
- Exclusion and Suspension Policy
- E-Safety Policy
- Child Protection Policy
- Physical Intervention Policy

Appendix 1

Lesson Fundamentals

Meet and Greet	Class lined up outside the door, teacher stands in doorway greeting children as they come into the classroom, checking wellbeing and monitoring children sitting at their tables.
Uniform Check	Check children are in full uniform, are they tidy? Check they have their book bags with reading books in/pe kits.
Transition Time	During registration have a task prepared for children to come in and complete. When children are leaving the classroom for break time/lunchtime the teacher is to lead the class out with clear Stoneferry Standard line expectations. At the end of break and lunch times, teachers meet the children on the playground where they have lined up. At the end of the school day, teacher stands in doorway to dismiss children. Year 1, 2, ¾, Children will get their belongings in groups and sit back in their seats to wait to be called once parents have been seen. EYFS, Year 5 and Year 6. Children will get their belongings in groups and line up at the door to be dismissed by the teacher. Expectations of a green line to be clear. In between lessons, have resources ready and table monitors assigned to hand anything extra out. 1, 2, 3, transition – 1 stand up, 2 tuck chair in, 3 move
Active Learning	“Magnet eyes” “6 feet/legs crossed” – Sitting expectation chair/carpet “5,4,3,2,1 Team stop” – hand signal to stop, look and listen “Hands free” “BBC Bottom at the back of the chair” “TNT Tummy near table” “Perfect pencil grip”



Active Teaching	Stoneferry starter- at the start of every lesson & to maximise AfL opportunities. Facilitating; live marking & feedback, teacher involvement, high level, effective questioning, student focused/led learning. No hands up. Opportunities for outdoor teaching and active lessons where possible.
Means of participation	Cold call TTYP – Talk to your partner White board – hover and show Hands up MTYT Call and Response Exit ticket



Appendix 2

PAUSE….REFLECT…..REPAIR…..REJOIN

Reminders:

Examples of behaviours where a reminder is needed would include:

- Calling out
- Talking when someone else is talking
- Interrupting a conversation
- Distracting others
- Running in the corridor
- Moving about the classroom without good reason and/or permission

Reflective discussion with child:

Examples of amber behaviours would include:

- Inappropriate language e.g., non-threatening expression of displeasure
- Name calling
- Lack of respect for people or property
- Rudeness
- The very first instance of foul and abusive language
- Refusal to follow instructions
- Non-verbal gestures
- Lying
- Any persistent action exemplified at stage 1
- Leaving the classroom without permission

Reflection Room: 3 ambers or 1 red in a week

Examples of red behaviours would include:

- Any behaviour that puts themselves or any other person at risk of harm
- Any violent act towards any other person
- Foul and abusive language towards any adult in school
- Threatening behaviour towards adults or children (with menace and/or intent)
- Racial abuse/homophobic abuse
- Persistent refusal to follow instructions
- Theft
- Spitting at another pupil or adult
- Running away from an adult
- Leaving the classroom and entering the playground or another key stage
- Deliberate damage to any property in school
- Bullying (see anti-bullying policy)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes

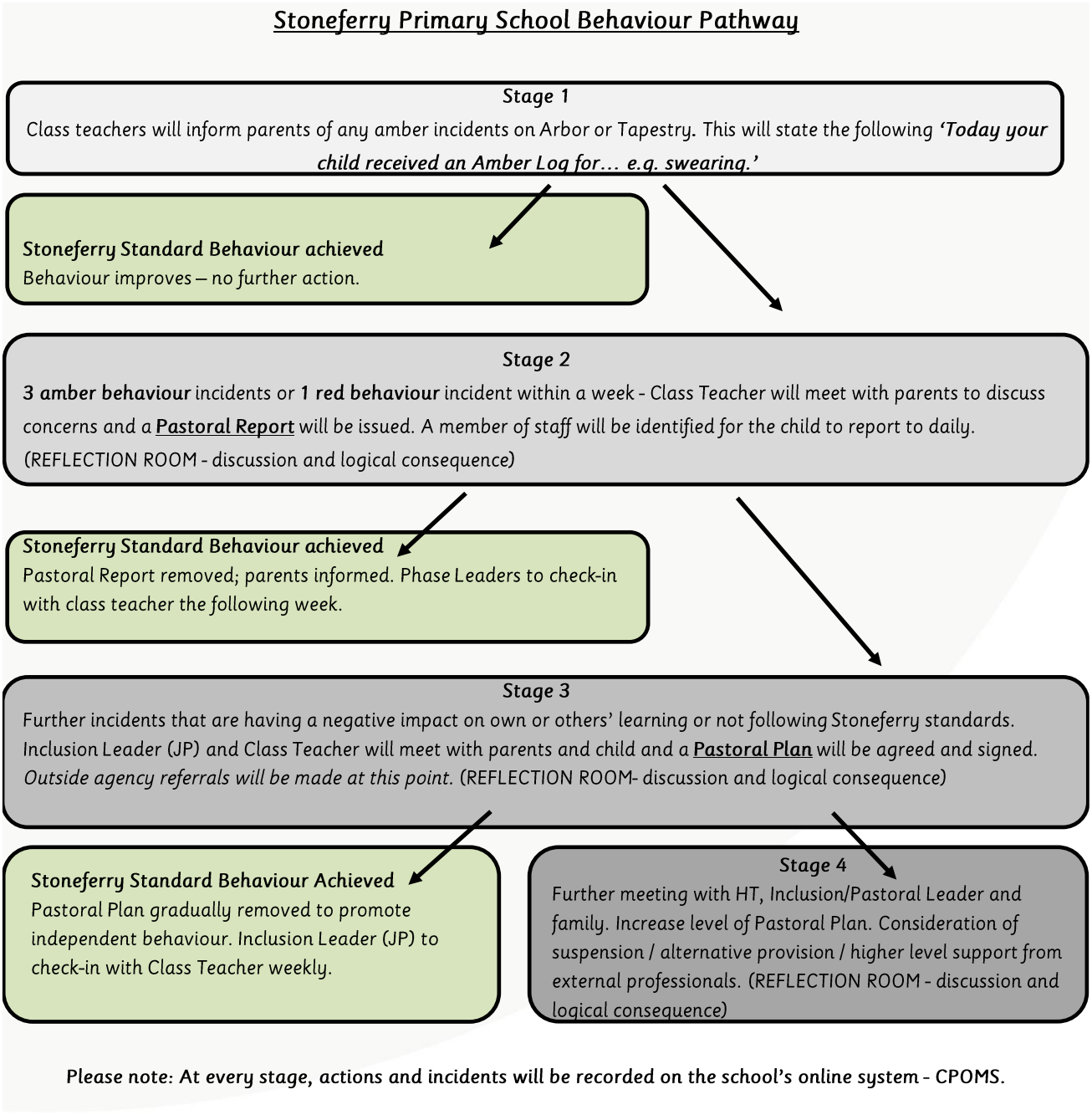


- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual assault (intentional sexual touching without consent)
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

NB – THE ABOVE ARE ONLY EXAMPLES OF BEHAVIOURS FOR EACH STAGE. IT IS NOT EXHAUSTIVE AND THERE IS FLEXIBILITY IN THAT STAFF MAY USE THEIR PROFESSIONAL JUDGEMENT



Appendix 3: Behaviour Pathway Behaviour Pathway



Please note: At every stage, actions and incidents will be recorded on the school's online system - CPOMS.

RAISING AMBITION
We believe in ourselves, we do our best and we aim for the stars
RESPONSIBLE
We do our best, care for ourselves, others and our world
REFLECTIVE
We get better by looking back, thinking and learning from our experiences
RESPECTFUL
We listen, we value everybody and we celebrate what makes us all unique

Appendix 4

Stoneferry Standard

Corridors and shared spaces

	○ Hold doors and use good manners to pupils and adults.
	○ Always walk quietly on the left. Keep areas tidy. ○ Put litter in the bin.
	○ Make good choices when moving around school. ○ Learn from mistakes and improve your behaviour. ○ Listen to feedback and act on it.
	○ Look after people and property. ○ Be considerate of others using the space. ○ Keep hands, feet and objects to yourself. ○ Take care of displays, equipment and school resources.









Stoneferry Standard

Assemblies

	○ Enter and leave the hall quietly and sensibly. ○ Sit proudly and show excellent behaviour. ○ Be a positive role model for others.
	○ Arrive on time and ready for assembly. ○ Sit in the correct place. ○ Follow instructions straight away. ○ Keep hands, feet and belongings to yourself.
	○ Think about how the assembly links to your own life and choices. ○ Consider how you can improve yourself and help others. ○ Learn from stories, celebrations and achievements.
	○ Engage and join in when you are asked. ○ Show respect to the speaker Show respect during prayers, songs and moments of reflection.









Stoneferry Standard

Classrooms

	○ Do your best in every lesson ○ Take pride in your work ○ Challenge yourself
	○ Be ready to learn ○ Follow instructions first time ○ Participate positively ○ Looking after equipment
	○ Listen to feedback ○ Learn from mistakes ○ Think before you act
	○ Listen when others speak ○ Use kind words ○ Respect learning and property









Stoneferry Standard

Playground

	○ Include others in games ○ Try new activities.
	○ Always be kind. ○ Share with others. ○ Look after equipment. ○ Tidy up. ○ Listen for the whistle
	○ Resolve disagreements calmly ○ Think about how your actions affect others
	○ Follow instructions first time. ○ Respect people and property. ○ Play fairly ○ Use kind language ○ Respect personal space









Stoneferry Standard

Dining Hall

	○ Use good manners. ○ Speak politely to adults and other children. ○ Try new foods and make healthy choices.
	○ Walk sensibly in the dining hall. ○ Queue sensibly one behind the other. ○ Use cutlery correctly. ○ Help clear away.
	○ Consider whether your behaviour helps create a calm dining environment. ○ Learn from reminders and make improvements. ○ Show gratitude for the food provided.
	○ Sit down to eat your food. ○ Use quiet voices when talking. ○ Listen to and follow instructions from adults. ○ Respect the personal space of others. ○ Show good manners by saying "please" and "thank you"









Stoneferry Standard

Toilets

	○ Use the toilets independently and sensibly. ○ Take pride in keeping the area clean. ○ Be a positive role model for others. ○ Return to learning promptly after using the toilet. ○ Follow hygiene routines every time.
	○ Flush the toilet after use. ○ Wash your hands. ○ Use only the amount of toilet paper, soap and towels needed. ○ Put paper towels in the bin ○ Leave the toilets as you would expect to find them.
	○ Think about how your actions affect the next person using the toilets. ○ Check that you have left the area clean and tidy. ○ Consider whether your behaviour maintains privacy and safety for everyone
	○ Close cubicle doors. ○ Show respect and good manners to others. ○ Respect the privacy of others. ○ Use quiet voices.









Appendix 5: Pastoral reports/plans and multi element plans

Pastoral Report

3 amber behaviour incidents or **1 red behaviour** incident within a week - Class Teacher will meet with parents to discuss concerns and a **Pastoral Report** will be issued and reviewed after a week. A member of staff will be identified for the child to report to daily. (REFLECTION ROOM)

Pastoral Plan

Where a child's behaviour indicates that they require additional support beyond the universal behaviour expectations of the school, a **Pastoral Plan** may be implemented. A Pastoral Plan is designed to identify underlying needs, provide targeted strategies and ensure a consistent approach between home and school to support positive behaviour, wellbeing and engagement.

Parents/carers will be fully involved in the development of the plan, with the child's views sought where appropriate. The plan will include clear, achievable targets, agreed support strategies, named adults responsible for implementation and success criteria. Progress will be monitored regularly, with formal reviews typically taking place every **4–6 weeks**. At each review, the plan will either be continued, adapted or concluded depending on the child's progress.

Multi Element Plan

For some children, particularly those with **SEND, neurodiverse needs, trauma experiences, attachment needs or other significant vulnerabilities**, behaviour may be a form of communication rather than deliberate choice. In these circumstances, a **Multi-Element Plan (MEP)** may be required. This holistic plan brings together behaviour support, pastoral provision, reasonable adjustments, therapeutic strategies, SEND provision and external agency recommendations into one coordinated document. The focus is on understanding the function of behaviour, reducing barriers to learning and ensuring that support is proactive, individualised and responsive to the child's needs.

