



Stoke Damerel Primary School Behaviour Policy

An Inclusive and Supportive Approach for All Learners to Thrive

At Stoke Damerel Primary, we believe that every child has the right to feel safe, valued, and supported in an environment where they can reach their full potential. Our Behaviour Policy is underpinned by the principles of respect, kindness, and inclusion, with appropriate support for all children including those with special educational needs and disabilities (SEND) and those who are neurodivergent.

This policy considers the guidance SEND Code of Practice (2015) and aims to promote positive behaviour while also providing the necessary adjustments for children who require additional support. We are committed to creating a positive school culture where all children, including those with neurodivergent traits, are respected and provided with the necessary support to succeed.

Aims of the Behaviour Policy

- To promote a safe, respectful, and supportive learning environment for all children.
- To ensure all children, including those with SEND or neurodivergent traits, are treated with fairness and understanding.
- To provide clear expectations and positive reinforcement to encourage appropriate behaviour.
- To implement reasonable adjustments and support strategies for children with neurodivergent conditions (such as autism spectrum disorder, ADHD, dyslexia, etc.).
- To provide clear processes for managing challenging behaviour with sensitivity and consistency, while minimising the risk of harm to themselves and others.
- To encourage positive communication and relationships between staff, pupils, and parents/carers.

Behaviour Expectations

We expect all pupils to:

- Treat others with kindness and respect.
- Follow instructions from staff and adhere to the rules of the school and community.
- Engage in their learning and contribute positively to the classroom environment.
- Respect the school's property and the property of others.
- Use calm and appropriate language and behaviour in all settings.

For children with neurodivergent needs, we acknowledge that behavioural responses may be influenced by their specific conditions. As such, adaptations to support these children in meeting these expectations will be considered on a case-by-case basis.

Positive Behaviour Support Strategies

We use a proactive approach to behaviour management, focusing on positive reinforcement and support for all children, particularly those with SEND or neurodivergent conditions. This includes:

- **Clear Visual Cues:** For children who struggle with verbal instructions, we provide visual prompts, including visual timetables, charts, and reminders.
- **Individualised Support Plans:** Where necessary, Individual Education Plans (IEPs) or Behaviour Support Plans (BSPs) will be created to address specific needs and ensure the right accommodations are made.
- **Use of Specific Strategies:** For children with autism, ADHD, or other neurodivergent conditions, we may use tailored strategies such as sensory breaks, structured routines, social stories, or augmentative communication tools.
- **Reward Systems:** Positive reinforcement through reward charts or praise for desired behaviours can be particularly motivating for some children.
- **Restorative Approaches:** We focus on helping children understand the impact of their behaviour and encourage them to make amends through restorative practices and natural consequences where possible.

Reasonable Adjustments and Additional Support for Neurodivergent Children

In line with the SEND Code of Practice, we will make reasonable adjustments to support neurodivergent children, which may include:

- **Sensory Needs:** Creating a sensory-friendly environment or providing sensory breaks to help children regulate their emotions and sensory input.
- **Communication Support:** Offering alternative communication methods, such as visual aids, sign language, or communication boards, for children with speech or language difficulties.
- **Social and Emotional Support:** Providing targeted interventions for social skills and emotional regulation, such as 1:1 support, mentoring, or small group work.
- **Time and Space:** Allowing additional time for tasks, breaks, or quiet spaces when needed to help children focus and de-escalate when they feel overwhelmed.
- **Behavioural Adjustments:** Understanding that challenging behaviour may be a form of communication and adapting our responses accordingly to support the child in a way that prevents escalation.

Managing Challenging Behaviour

When managing challenging behaviour, we will always:

- **De-escalate where possible:** Staff will use strategies such as calm language, distraction, and redirection to avoid escalation.
- **Provide time-out areas:** Some children may benefit from a quiet or designated space to regulate their emotions before re-engaging in class activities.
- **Involve external agencies when necessary:** For children with significant behavioural needs, we may involve specialists such as educational psychologists, speech and language therapists, or occupational therapists to help create specific intervention plans.
- **Parent and carer involvement:** We will ensure parents/carers are informed regularly regarding their child's behaviour, needs, and progress. We will work together to implement consistent strategies both at school and at home where appropriate.
- **Ensure the safety of the children and staff:** Remove the child/children/staff member from the situation to ensure they are safe from harm.

The Role of Staff

All staff are expected to:

- Model positive behaviours, including respectful communication and calm problem-solving.
 - Seek to understand and accommodate individual learning and behavioural needs, particularly for neurodivergent children.
 - Use consistent language and expectations for behaviour, whilst being flexible and responsive to each child's needs.
 - Work in partnership with parents, carers, and external professionals to ensure that the appropriate support is in place for all pupils
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Behaviour Reward System:

At Stoke Damerel, we believe in celebrating positive behaviour and encouraging ALL pupils to consistently make good choices. Our behaviour reward system is designed to promote positive actions, build self-esteem, and motivate children to adhere to school expectations in a fun and engaging way. All children deserve recognition of their efforts and contribution to our school community.

This system acknowledges the efforts of all pupils, however, those who may need additional support due to SEND or neurodivergent conditions, can also be rewarded and celebrated through the use of their behaviour support plan.

How the System Works: See Appendix 1 for a Summary Table

- **Gold Level (Excellent Behaviour)** All pupils can progress to Gold each day. This represents consistently fantastic behaviour and effort in all areas of their day.
 - **Reward:** At the end of the day, children who achieve gold will earn a small reward, such as:
 - A golden Sticker
 - A golden ticket
 - 5 dojos
 - Special privileges (e.g. chosen first for role) Positive praise from staff.
 - Positive praise from staff
- **Silver Level (Consistently good Behaviour)** All pupils can progress to Silver each day. This represents consistently good behaviour and effort in areas of their day.
 - **Reward:** At the end of the day, children who progress to Silver will earn a small reward, such as:
 - Positive praise from staff
 - A Silver Sticker
 - 3 Dojos
 - Positive praise from staff

- **Green Level (Good Behaviour)**

- All pupils start each day on **green**. This represents expected, positive behaviour, including kindness, respect, responsibility, effort in their learning and considerate classroom conduct.
- **Reward:** At the end of the day, children who remain on green will earn a small reward, such as:
 - Positive praise from staff.
 - Stickers, Dojos, or tokens.

- **Name off green (Minor Behaviour Incident)**

- If a pupil's behaviour is slightly below expectations and they have been asked twice to change their behaviour without doing so (e.g., minor disruption, not following instructions), they will move from Green to the board. This is a reminder to improve their behaviour and make better choices.
- **Support:** The child will be given the opportunity to reflect on their actions. A brief, supportive conversation with a staff member will occur, and the pupil will be encouraged to return to green by demonstrating improved behaviour.

- **Amber (Minor Behaviour Incident continued)**

- If a pupil's behaviour is continuing below expectations (e.g., minor disruption, not following instructions), they will move from the board to Amber. This is a reminder to improve their behaviour and make different choices.
- **Support:** The child will be given the opportunity to reflect on their actions. A brief 5 minute timeout will occur to allow time away from peers to calm and reflect before their return. On return to the classroom, the pupil will return to green by demonstrating improved behaviour.

- **Red Level (Significant Behaviour Incident)**

- If a pupil's behaviour disrupts the learning environment significantly (e.g., verbal aggression, physical altercations, continued disruption), they will be moved to **red**. This indicates a serious need to address the behaviour and reflect on the consequences of their actions.
- **Consequences:** The pupil will be required to attend a lunchtime reflection period, take part in restorative conversations, or, if necessary, have an extended break from the class. Parents are informed.
- **Support:** Following any incident, the pupil will be supported in understanding the impact of their behaviour and will work on a behaviour modification plan if necessary.
- **Restoration:** Once the pupil has reflected on their behaviour and returned to positive actions, they can move back green, demonstrating that they understand the expectations.
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If a child is on **Red** more than twice in a half term, then a report card is issued, and parents are informed. Report cards generally run for 1- 2 weeks but are reviewed daily by a member of SLT. A report card provides a child with a visual reminder and regular feedback on their behaviour. Parents see the report card daily. Targets are set by class teacher in conjunction with SLT. Being on a report card sadly means

that the child is not allowed out at break or lunch, may not be able to attend trips and enrichment opportunities and may not be able to attend school-based clubs. **See Appendix 3 for Report Card Template**

Special Considerations for Neurodivergent Children:

- **Individualised Support:** Neurodivergent pupils may need specific support to succeed within the reward system. For example, visual reminders, clear communication, or extra time to process information may be used to support their understanding and participation.
 - **Flexible Approaches:** We understand that children with neurodivergent conditions (e.g., autism, ADHD) may respond differently to the system. If a pupil struggles with the structure of the reward system, we will adapt it, making it more personalised to the individual's needs; This maybe through the development of a Behaviour Support Plan.
 - **Positive Reinforcement:** For children who may find traditional reward systems challenging, staff will focus on reinforcing small successes and progress. Positive reinforcement will be provided immediately to encourage good choices.
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Rewards and Incentives: Each child's success within the system will be recognised, and rewards can include:

- **Individual Rewards:**
 - Words of praise
 - Dojos, Stickers, certificates, or small prizes (e.g., pencils, erasers).
 - Star of the week
 - Super star cup
 - **Celebration of good behaviour:**
 - At the end of an extended period, pupils who have consistently remained on green or above, will be invited to an extended playtime to recognise and reward their positive behaviour throughout the period.
 - Our hope it that ALL children attend this event, however in the event that they are not able to do so, they will continue to complete their normal tasks in their classroom.
 - For children with SEND, neurodivergent conditions or those with individual behaviour support plans, it may be supportive to work towards attending this celebration event as part of their own reward chart or they may have a more individualised celebration that is appropriate.
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Consequences and Restoration

While our primary focus is on positive reinforcement, we recognise that consequences are sometimes necessary when behaviour is not in line with school expectations. However, we are mindful that:

- For children with SEND or neurodivergent conditions, consequences must be reasonable and proportionate to the child's needs and level of understanding, this is at the discretion of the SENDCO and the Headteacher.
- We aim to provide support that addresses the root cause of the behaviour.

- Consequences may include discussions, time for reflection, or loss of privileges, but these will always be implemented with empathy and understanding.
- High expectations are for every child- as such we have a zero-tolerance approach to the most harmful behaviours- deliberate physical or verbal violence towards others.

Consequences for Physical or Verbal Assault

Incident Type	Initial Response	Restoration	Support Considerations
Low-Level Verbal Assault (e.g., name-calling, teasing, mocking, deliberate and persistent invasion personal space)	<ul style="list-style-type: none"> - Immediate de-escalation by staff (calm language, distraction). - Once pupil is calm, discussion with the pupil to understand the situation and their feelings. 	<ul style="list-style-type: none"> - Verbal warning. - Reflection time or a restorative conversation (swearing will always go to Reflection time). 	<ul style="list-style-type: none"> - For neurodivergent children, sensory needs or communication difficulties should be considered. Use visual aids or social stories to support understanding.
Verbal Aggression/Threats (e.g., threatening harm or making aggressive remarks)	<ul style="list-style-type: none"> - Staff to intervene immediately to ensure safety- using calm language and diversion techniques. - Time-out for pupil to cool down. - Discussion with pupil and reflection on the impact of their words. 	<ul style="list-style-type: none"> - Amber Time-out (5-10 minutes). - Restorative conversation with involved pupils. 	<ul style="list-style-type: none"> - Assess if the verbal aggression is a form of communication for unmet needs. - Attempt to meet the unmet need before returning to class.
Minor Physical Aggression/Serious Verbal Assault (e.g., pushing, shoving, grabbing, non-injurious contact, spitting, swearing, prejudice-based remarks (Racist, homophobic etc.))	<ul style="list-style-type: none"> - Ensure safety of all pupils involved. - Aggressor supported to calm the situation – stand between the two parties, remove those around the aggressor. - Discussion about alternative ways to resolve conflict. 	<ul style="list-style-type: none"> - Short-term removal from classroom/playground or activity. - Red Lunchtime Reflection and restorative discussion followed by an apology to the victim. - Incident logged on Arbor & Parents informed 	<ul style="list-style-type: none"> - Consider any sensory sensitivities or impulsivity that could have influenced the action. - Develop a behaviour plan to prevent future incidents. - Look at the set up and adapt the structure of the lesson/social time for the individual.
Serious Physical Assault (e.g., hitting, kicking, or causing injury)	<ul style="list-style-type: none"> - Immediate separation of the involved pupils. - First aid provided if necessary. - Incident reported to senior staff – Senior staff to attend the incident or pupils involved taken to senior leader. 	<ul style="list-style-type: none"> - Internal exclusion for a period (half-day or full-day). - Behaviour review meeting with pupil, staff, and parents. - Alternative lunchtime provision. - Incident logged on Arbor & Parents informed 	<ul style="list-style-type: none"> - Thorough investigation to understand underlying causes (e.g., sensory overload, communication breakdown). - Consider tailored interventions (e.g., anger management, sensory support).
Physical or Verbal Assault on Staff or Peers	<ul style="list-style-type: none"> - Immediate safety measures (ensure no further harm). - Involvement of senior leadership. - Timeout for pupil to cool down. - Clear communication with parents. 	<ul style="list-style-type: none"> - Internal exclusion or Suspension(depending on severity). - Restorative justice process with staff and involved pupils. - lunchtime provision review - Incident logged on Arbor & Parents informed 	<ul style="list-style-type: none"> - Any neurodivergent conditions or support needs that may have contributed to the incident should be evaluated. - Provide additional support for managing emotions and conflict.
Repeated Aggression or Assault	<ul style="list-style-type: none"> - Investigation of patterns in behaviour. - Review of individual behaviour support plan (IBSP) or Educational Health Care Plan (EHCP) – parents and school. 	<ul style="list-style-type: none"> - Risk assessment and behaviour modification plan. - Involvement of outside professionals (e.g., EP, Specialist). 	<ul style="list-style-type: none"> - Regular reviews of behaviour plans. - Intensive support for emotional regulation and social skills development. - Involvement of external agencies as needed (e.g.,

	- Increased support and intervention (e.g., external agencies).	- Longer-term suspension or exclusion (if necessary) with a review of support strategies. - Incident logged on Arbor & Parents informed	social skills groups, therapy).
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Key Principles for Sanction Application:

1. **Proportionality:** Sanctions will always be proportionate to the severity of the assault, while considering the individual needs and circumstances of the child.
2. **Individualised Support:** Children with SEND or neurodivergent conditions may require additional support strategies, including those tailored to sensory, emotional, or communication needs.
3. **Restorative Approach:** Restorative justice practices will be used where appropriate to ensure that pupils understand the impact of their behaviour and work towards repairing relationships.
4. **Parental Involvement:** Parents or carers will be informed and involved in discussions where appropriate, ensuring consistent approaches to behaviour both at school and at home.
5. **Review and Reflection:** All sanctions, particularly those that involve exclusion, will be reviewed regularly to ensure they are effective and fair, with adjustments made based on feedback from pupils, parents, and staff.

Implementing a Behaviour Support Plan

Implementing a Behaviour Support Plan (BSP) is an essential tool for supporting students who may experience difficulties in managing their behaviour. This tailored approach allows educators to understand the specific needs of the child, identify triggers for disruptive behaviour, and provide targeted strategies to promote positive change. By setting clear, achievable goals and providing consistent support, a BSP fosters an inclusive learning environment where all students can thrive. It ensures that interventions are proactive, personalised, and evidence-based, increasing the likelihood of long-term success in both academic and social aspects of a child's development.

This individualised approach not only supports the child in question but also benefits the wider school community by promoting understanding and reducing disruptions, ultimately contributing to a more positive and productive school culture.

See Appendix 2 for BSP Template

Internal Exclusions, Suspensions or External Exclusions

Internal Exclusion typically involves isolating the student in a separate room or area where they can continue their work in a more controlled environment, supervised by a member of staff. This is seen as a way to address disruptive behaviour without sending the child home. Internal exclusion is aimed at keeping the child in the school environment and allowing them to reflect on their actions. During an internal exclusion, the child will enter and leave school through the main reception area. This is recorded on Arbor and parents are informed in advance.

Suspension from school, which is for a fixed-term, involves a child being removed from the school for a set period, often due to more serious or repeated behaviour issues. This may allow the child time to regulate and for adaptations to be made in school to ensure a successful reintegration for the child.

Parent's will be contacted as soon a child's behaviour has escalated to the point where internal exclusion or suspension is necessary. A suspension will be followed by a formal letter. Internal Exclusions Suspensions are recorded on Arbor.

At the end of an internal exclusion or suspension, the child and parent/carers will attend a reintegration meeting to review the schools' expectations and discuss any adaptations needed to enable the child to be successful.

Permanent exclusion is a last resort. In this case, we follow strict procedures in line with the Department for Education's guidance. We are committed to exhausting all avenues before any permanent exclusion, however at times, this is necessary to ensure the safety of the children and staff at Stoke Damerel Primary Academy.

Behaviour outside of school

At our school, we expect all students to always demonstrate respectful and responsible behaviour, both inside and outside of school, especially when wearing their uniform. When in uniform, students are ambassadors of the school and should uphold the values of respect, kindness, and inclusion. This includes behaving responsibly while traveling to and from school, in the local community, and during extracurricular activities. Any inappropriate behaviour outside of school hours may be subject to school consequences, as it can impact the reputation of our school and the well-being of others.

Monitoring and Review

This policy will be regularly reviewed to ensure its effectiveness and that it continues to meet the needs of all children, including those with SEND and neurodivergent conditions. Feedback from staff, pupils, and parents will be considered during the review process.

Conclusion

Stoke Damerel Primary is committed to fostering an inclusive environment where every child can succeed, irrespective of their background or individual needs. By understanding the needs of neurodivergent children and making reasonable adjustments to support them, we aim to create a school culture of respect, inclusion, and positive behaviour for all.

Signed:

Headteacher: Mrs Annie Blackie

Date: 10.03.25

Review Date: July 2026

This policy is informed by the SEND Code of Practise 2015,

The EEF Report, Improving Behaviour in School 2021

DFE Statutory guidance School suspensions and permanent exclusions Aug 2024

Appendix 1

Behaviour Flowchart		
Whole School Approach	Educational Approach	Behaviour Support Plan
Super Star Cup	PSHE Lessons, Learning Behaviours referred to and celebrated in lessons, Wellbeing assemblies, Personal Development Opportunities throughout curriculum	Individualised Rewards, Adaptions, Supports documented on BSP, if different from whole school approach
Star of the week		
Whole School Celebration of Good Behaviour		
Gold		
Silver		
Dojos & Stickers		
Green- Everyone starts the day on green	Restorative Approach to identify cause, understand the impact, resolve the issue and restore relationships	Individualised Steps documented on BSP, if different from whole school approach
Verbal Warning		
Name on the board		
Verbal Warning		
Amber- 5 minutes to reflect and regulate in another classroom		
Verbal Warning		
Red- 20-30 minutes reflective conversation		
Report Card issued, if on Red more than twice in a half term		

Depending on the severity and frequency of Behavioural Incidents, the following may need to be taken
Loss of break and lunchtime privileges
Report Card for an extended period
Internal Seclusion
Suspension
Permanent Exclusion

Appendix 2



Behaviour Support Plan

Name:	Date:
Strengths: <i>(What is the child good at?)</i>	
Motivators: <i>(What does the child enjoy?)</i>	
Triggers: <i>(What can cause the child to display negative behaviours?)</i>	
Behaviours: <i>(What behaviours do we see that are negatively impacting themselves or others?)</i>	
Patterns: <i>(Are patterns of behaviour emerging? When and how?)</i>	
Communication: <i>(How does the child communicate when regulated, how does this change when dysregulated?)</i>	

*Rewards will vary for each child, depending on what motivates them. (Please edit based on the individual)

Behaviours	Rewards* <i>(In increasing order)</i>
1. Following instructions	1. Words of praise, eye contact, extra attention
2. Following instructions and completing learning tasks to ability	2. Sticker/ tick on chart
3. Completing learning tasks to the best of ability	3. Sharing great work with others
4. Demonstrating kindness, cooperation,	4. Special time with a peer
5. Sustained effort to follow instructions and complete tasks to the best of ones ability	5. Agreed Reward (short term- this may be hourly or daily)
6. Multiple occasions of sustained effort to follow instructions and complete tasks to the best of ones ability	6. Agreed Reward (Long Term- weekly)

Behaviours	Consequences <i>(In increasing order)</i>
1. Inappropriate talking, occasional disruption,	1. Selective ignoring of behaviour, positive redirection
2. Loud laughing, mild defiance, Interrupting others, minor personal space issues	2. Gentle reminder, followed up with immediate praise for positive behaviours
3. Arguing, refusal to participate, Inappropriate comments that disrupt or harm others	3. Movement break followed by Reflective conversation
4. Aggression, verbal abuse, destruction of property, refusal to follow instructions	4. Timeout with Class based adult
5. Behaviours continuing- Repeated aggression, repeated verbal abuse, repeated destruction, repeated refusal to follow instructions	5. Extended Timeout with SLT
6. Physical violence, ongoing bullying, dangerous behaviour, absconding	6. Learning out of the classroom for remainder of the session/day.
7. Sustained Physical violence, causing harm to others without regard, continued dangerous behaviour, absconding	7. Learning at home- suspended from school

