



Behaviour Policy

This policy was adopted by the Full Governing Body.

Reviewed: Spring 2026

Next Review: Spring 2027

Signed:

Signed:

Chair of Governors

Headteacher

Date:

Date:

INTRODUCTION

Stonehill School is committed to providing an environment where pupils feel safe, valued, happy and included. Our values are built on mutual trust and respect for all.

Stonehill School adopts a therapeutic approach to behaviour management inspired by Therapeutic Thinking principles (formerly known as Hertfordshire Steps). This policy is designed to support all members of the school to live and work together in a positive and supportive way. It provides guidance for staff in promoting pro-social behaviours and in managing behaviour therapeutically to support pupils.

The implementation of this policy is the responsibility of all members of staff.

AIMS OF THIS POLICY

- To establish and promote consistent expectations of behaviour for all pupils.
- To actively promote pro-social behaviour to enable pupils to build positive relationships and develop trust, respect and consideration for others.
- To use shared de-escalation and preventative strategies to manage behaviour.
- To ensure prompt and effective action is taken when managing difficult or dangerous behaviour.

OUR CORE VALUES

At Stonehill, we value and promote:



Respect	for ourselves, others, the school and the wider community.
Kindness	showing care, consideration and sensitivity towards others.
Collaboration	working together and taking pride in our achievements.
Belonging	feeling connected to others and valued for our contributions
Resilience	to adapt to change positively, recover from difficulties and persist when facing challenges.

DEVELOPING PRO-SOCIAL BEHAVIOUR

At Stonehill, we aim to create pro-social experiences and develop pro-social feelings within our children to enable them to develop pro-social behaviours. Pro-social behaviours are behaviours which are:

- positive, helpful and intended to promote social acceptance.
 - characterised by a concern for the rights, feelings and welfare of others.
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- beneficial to other people or society.

Every opportunity is made to teach, model and promote pro-social behaviours to raise pupils' confidence and self-esteem and develop their personal and social skills.

POSITIVE BEHAVIOUR MANAGEMENT

Teaching Strategies to Support Pro-Social Behaviours

We recognise that appropriate behaviour and good discipline are necessary for effective teaching and learning. In the first instance, it is the class teacher's responsibility to develop strategies to manage behaviour positively within the classroom. It is the responsibility of all adults who work with children to follow the positive behaviour strategies in order to support the children.

The following strategies encourage pro-social behaviour choices. Adults in school will:

- ensure all lessons are accessible and engaging for pupils.
- ensure there is an appropriate level of challenge for all pupils.
- recognise that some pupils have different needs and will require different approaches to managing behaviour. They may require additional support during lessons to minimise difficult behaviour.
- actively teach class routines to ensure pupils understand expectations.
- model the expected behaviour and positively remind pupils of rules and expectations as necessary. Adults will avoid publicly drawing attention to an individual's behaviour and will speak to them separately if necessary.
- focus primarily on the behaviour that is appropriate.
- actively build trust and rapport with pupils and encourage respect for all in the class.
- separate the undesirable behaviour from the child and respond appropriately.
- follow up issues that are important, ensuring that any consequence given is appropriate.
- work to repair and restore relationships where necessary.
- use positive phrasing to tell the child what the expectations are e.g. "sit in your seat please" rather than "Why are you out of your seat?"
- tactically ignore some behaviours and comment on positive behaviour where appropriate.
- use non-verbal signals where appropriate to manage behaviour.
- allow "take up time" to enable a pupil to change the behaviour.
- use re-direction to enable a pupil to reset and show the expected behaviour.
- give reasonable choices to support a pupil to make the right decision e.g. "You can work at your table or in the quiet area. Which would you like to choose?"
- use de-escalation scripts where appropriate.
- offer a quiet space for children to reflect on their actions and explain/model the positive behaviours expected of them.

Additional Resources Pro-social Behaviour

- **Class Code of Conduct** developed with pupils at the start of the school year. These expectations cover all aspects of school life. The rules are displayed on a poster within the classroom and are signed by all members of the class, including adults.
- **Zones of Regulation** discussed with pupils at the start of the year and on display in the classroom for pupils to use.
- **House points:** Pupils collect house points for good work and for demonstrating pro-social behaviours. House points are recorded in the House Point cards and exchanged for prizes from the house point trolley and a house point counter is added to the communal House Point

collection cylinders. House competitions are arranged every half term to encourage pupils to participate in shared activities across the school.

- **Stonehill Star Award:** This is linked to our core values. Class teachers nominate a child to receive a certificate each week. The child's photograph is also displayed in the classroom.
- **Learner of the Week award:** This is linked to all aspects of learning. Class teachers nominate a child to receive a certificate each week. The child's photograph is also displayed in the classroom.
- **Class monitors:** All pupils have an opportunity to become a monitor during the school year. Monitors have specific roles and responsibilities within the classroom, as determined by the class teacher. These are displayed in the classroom.
- **Verbal and written praise:** Children receive praise from members of staff in school regularly each lesson.
- **Certificates:** Children may receive additional certificates for a variety of activities in the whole school celebration assemblies.
- **Stickers:** Children's learning and effort is acknowledged through stamps and stickers from staff.
- **Peer group acknowledgement:** Children receive praise in class and assemblies when sharing their work and ideas with their peers.
- **Marvellous Me:** Positive achievements and attitudes to work are sent to parents via the app.

Therapeutic Thinking Principles

At Stonehill, we recognise that negative experiences create negative feelings and potentially negative behaviours, whilst positive experiences create positive feelings and positive behaviours. It is the responsibility of every member of staff to seek to understand the behaviour of the young person so that they can be supported effectively. The Therapeutic Thinking toolkit provides guidance and documents to support assessment and planning for individual pupils. For example, "roots and fruits" and anxiety mapping resources.

The toolkit is available on the school server and is accessible to all members of staff.

Understanding and Supporting Pupil Behaviour

All members of staff recognise that there is usually an underlying reason why a pupil displays difficult or dangerous behaviours. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support the pupil.

We model and promote pro-social behaviour in school. However, in some situations, the use of sanctions may be required to help pupils understand the consequences of their behaviour and enable them to access the learning environment in a positive way.

A graduated approach to managing behaviour is understood by pupils and is used throughout the school.

Adults use the following strategies to support pupils:

- Early intervention/distraction/diffusion
- Pro-social behaviour reminders/use of voice intonation/visual cues/support

Where behaviour becomes more problematic, adults will follow the strategies as outlined in the Consequences Ladder (Appendix 2). The Consequences Ladder gives examples of behaviour and sanctions that might be issued to pupils. These sanctions include fixed term suspensions and permanent exclusions in severe cases.

Exclusions and Suspensions

Only the head teacher can take the decision to suspend or permanently exclude a child.

The decision to give a fixed term suspension or to permanently exclude a child is considered very carefully and always carried out with adherence to LEA and Government guidance. A fixed term suspension may be given to provide a period of time for adults to consider solutions to the problem behaviour. A short period of suspension allows an opportunity for all parties to come together to try to resolve the difficult or dangerous behaviours of the child.

Pupils with Special Educational Needs and/or Disabilities (SEND)

At Stonehill School, we consider the needs of all pupils. All schools have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a pupil caused by the school's policies or practices. Under the Children and Families Act 2014, schools have a duty to use their 'best endeavours' to meet the needs of pupils with Special Educational Needs and/or Disabilities (SEND).

The school recognises that some pupils may require additional adaptations and guidance in order to support the development of pro-social behaviour or to help them manage potential difficult or dangerous behaviour. It is the responsibility of all members of staff to ensure appropriate provision is in place to meet the needs of SEND pupils.

Examples of adaptations for SEND pupils to support behaviour:

- regular, planned movement breaks to support pupils with Attention Deficit Hyperactivity Disorder (ADHD)
- concessions to the school uniform to support pupils with sensory needs
- Plans/procedures to support pupils with Autism Spectrum Disorder (ASD) with transition

Child on Child abuse

Child on child abuse is aggressive, hurtful behaviour that causes pain or embarrassment to others. It may happen once or be repeated over a period of time and it may be difficult for those being hurt or bullied to defend themselves. It can be physical, verbal or indirect and be carried out by individuals or groups.

Child on child abuse may include:

- physical violence such as hitting, punching, kicking, pushing, spitting.
 - aggressive, intimidating gestures or intruding into someone's personal space.
 - interfering with someone's property by stealing, hiding, damaging or destroying it.
 - making threats, using offensive names or insulting someone or their family.
 - telling lies, spreading rumours or making up stories about someone.
 - picking on someone by putting them down, belittling their ability and achievements.
 - abusive or degrading remarks about someone's race, disability, gender orientation, sexuality, culture, religion or social background.
 - making sexually suggestive or insulting comments or touching someone inappropriately.
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- ganging up on someone or hurtfully excluding them from a group or activity, including online chat groups and messaging apps.
 - Sending hurtful/hateful/sexual messages via text, email and social media.
 - ridiculing someone's appearance.
 - forcing a person to do something against their will.

Stonehill School does not tolerate child on child abuse and recognises the damaging effects of all forms of bullying. All members of the school community are dedicated to establishing and maintaining an environment in which everyone can learn, develop and enjoy life while feeling safe and secure. All behavioural incidents are logged on Arbor and where appropriate, child on child incidents are logged on CPOMs. A pastoral support plan or Individual Risk Reduction Plan may be implemented for pupils requiring ongoing planned support.

In severe cases of child on child abuse, a pupil may receive a fixed term suspension or permanent exclusion.

MANAGING DIFFICULT AND DANGEROUS BEHAVIOURS

We use the Therapeutic Thinking approach to de-escalate, repair, reflect and restore.

Strategies include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Acknowledging their feelings
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Immediate responses to dangerous behaviours

Any adult seeking to support a young person whose behaviour is presenting a danger should make every effort to calm the situation. It is the responsibility of all adults at Stonehill to follow the guidance provided in the Therapeutic Thinking training to support the young person in these situations. This can be achieved through one or a combination of the following as appropriate:

- Positive phrasing e.g.
 - "Stand next to me"
 - "Put the toy on the table"
 - "Walk beside me"
 - Limited choice e.g.
 - "Put the pen on the table or in the box"
 - "When we are inside, would you like the Lego or drawing?"
 - "Talk to me here or in the courtyard"
 - Disempowering the behaviour e.g.
 - "You can listen from there"
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- “Come and find me when you come back”
 - “Come down in your own time”
- Use of a De-Escalation Script e.g.

“(Name of child), I can see you are upset. Come with me and tell me what is wrong.”

Risk management

When a young person repeats behaviour that may place themselves or others at risk of harm, the teacher/learning support assistant will use the Therapeutic Thinking planning tools to identify possible causes for the behaviour and create an Individual Risk Reduction Plan to support the pupil.

Individual Risk Reduction Plans

A child may require their own plan to support them in making pro-social behaviour choices. The Therapeutic Thinking toolkit contains a number of resources to support staff in identifying triggers for dangerous behaviour so that individual risk reduction plans can be put into place. Understanding the factors that influence the dangerous behaviour and identifying the early warning signs that the child is not coping help the pupil and staff avoid difficult situations.

Individual Risk Reduction Plans are created in consultation with staff and the pupil.

Recording of Dangerous Behaviour Incidents

All incidents of dangerous behaviour are recorded on the school MIS system (Arbor) and on CPOMs where appropriate by the adult dealing with the incident. In addition, ‘ABCCD forms’ are completed and copies given to the SENCo and parent.

All members of staff are aware of the procedure for the reporting and recording of dangerous behaviour incidents.

Additional Risk assessments

Where pupils are participating in activities outside of school, Individual risk assessments must be carried out for any pupil whose behaviour may place them or others at a risk of harm in order to best support the pupil.

Restrictive Physical Intervention (RPI)

Restrictive Physical Intervention (RPI) is the term used to describe interventions where contact using force is required to control or manage a child’s behaviour.

Restrictive physical intervention is only ever used in extreme situations where the behaviour of a child is such that they or others are at risk of significant harm if physical intervention is not taken. All members of staff are expected to follow the agreed procedures for managing behaviour and particularly where physical intervention is required.

If RPI is used, a copy of the 'Audited Need' document (Appendix 3) **must** be completed and given to the SENCo as soon as possible.

Adults will avoid using RPI through dialogue and diversion wherever possible. Only the minimum force necessary to manage the situation will be used and as soon as it is safe to do so, the RPI will be relaxed to allow the pupil to gain self-control.

Review

This policy will be reviewed annually by the governing body.

Other relevant documents and Information

Anti-Bullying guidance

Restrictive Physical Interventions (RPI) policy.

Herts for Learning Exclusion guidance

Intimate care policy

Staff Code of Conduct

Parents, Carers and Visitors Code of Conduct.

Home-school agreement

Hertfordshire Steps Toolkit

Promoting Prosocial Behaviour

Stonehill School has a non-confrontational approach to discipline based on positive teacher-pupil relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement of pupil self-discipline.

The school promotes prosocial behaviour at all times and there are many opportunities for pupils to be rewarded for learning, demonstrating caring and considerate behaviour and for being a good role model to others. Where a pupil's behaviour is difficult, there are clear consequences in place. All staff follow the Behaviour and Consequences Ladder when dealing with difficult behaviour. All pupils are aware of the rewards and consequences in place at the school.

Classroom organisation and procedures	Lunchtime organisation and procedures	Rewards	Sanctions
• Stop/ready to listen signal: hand straight up, no talking • Lining up: line up in register order when moving around the school and going into assembly (exceptions to order in the line may be required for certain children. • Moving around the school: all children are expected to walk in silence. • Collection of children from playground and assembly: An adult must collect the class promptly from the playground at the end of playtime and lunchtime. Adults in the hall during an assembly are responsible for monitoring the behaviour of all children. • Entering the classroom: Children only enter a classroom with the permission	• Children will be dismissed by an adult from the classroom and sent out to play until called for lunch. • MSA's will ring the bell and show the relevant class card when it is time for a class to go to lunch. • Children are expected to line up quickly and quietly choice order. Packed lunches at the front of the line. • Children walk into school via the cloakroom adjacent to the Rainbow Room. • Children may sit with their friends during lunch and are expected to walk into the hall and sit sensibly whilst eating.	• House points: pupils collect house points for good work and for demonstrating prosocial behaviours. Points are collected in the House Point cards and exchanged for prizes from the house point trolley. • Stonehill Star Award: children will receive a certificate in the Celebration Assembly. The child's photograph should be displayed in the classroom. • Learner of the Week award: children will receive a certificate in	• Difficult behaviour and Consequences: When dealing with difficult behaviour, all staff are expected to follow the procedures in accordance with the Behaviour Policy, following the Behaviour and Consequences Ladder. Parents will be informed of any Red Card behaviour on the day that it occurs by the class teacher and will be asked to speak to their child about behaviour. The incident will also be logged on Arbor If a child

of an adult. Children must wait outside the classroom door until an adult directs them to enter. • Registration: Children must sit quietly during registration. Attendance and lunch registers should be completed promptly, using Arbor. • Leaving the classroom during lesson time: Children must have permission to leave the classroom. • Water: Children should have access to water at all times. Children should have a drinking bottle, clearly labelled with their full name. • Toilets: Children should be encouraged to go to the toilet at the start of the day and at break times and lunchtimes. However, children should not be prevented from using the toilet during lessons if it is necessary. Use of the toilet during lesson time should be monitored. • End of day: Children are expected to sit quietly and sensibly until they are dismissed from the classroom. Children in Years N to 4 must remain seated at their tables or in a designated area until their names are called by an adult. No child in Years N to 4 is permitted to go home without an adult known to the school. • Monitors: Teachers will appoint classroom monitors to support them in	• MSA's and dinner staff will award house points for prosocial behaviour during lunchtime. • MSA's will use the red and yellow card system during lunchtime. A child receiving a red card will be referred to a member of SLT. The incident will be dealt with as outlined in the behaviour ladder. • First aid is located in the area outside the Rainbow Room.	the Celebration Assembly. The child's photograph should be displayed in the classroom. • Birthdays: birthdays are recognised and celebrated in the birthday assembly. • Class monitors: all pupils will have an opportunity to become a monitor during the school year. Monitors have specific roles within the classroom, as determined by the class teacher.	persistently behaves in an inappropriate manner, the Class Teacher and a member of SLT will meet with the child's parents to discuss further action. If the behaviour continues, then SLT will consult with appropriate outside agencies in order to support the child and family.
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organising classroom resources. These should be changed regularly to enable all children to have the opportunity to be a monitor. • Class letters and overviews: A class letter outlining the topics and activities the children will be covering will be sent to parents each half term. • Smart School Council Each week all classes will hold a Smart School Council meeting run by two children (KS2) KS1 will choose 2 pupils and will be supported by an adult. • Pupil Voice: All classes have a “voice box” where they can post concerns, ideas for school improvement etc. This should be overseen by an adult. • Behaviour Management: All classes use the traffic light system i.e. 2 verbal warnings, yellow and red in addition to the school’s Behaviour and Consequences Ladder. • Behaviour log: All difficult behaviour should be recorded on Arbor and parents informed at the end of the day, either in person or by telephone. • Planning and Assessment: Each week planning should be saved on the server in the planning folder.			
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Consequences Ladder

	EXAMPLES OF BEHAVIOUR	CONSEQUENCE
Level 1 (Warning)	- Disruption of Teaching and Learning - Defiance - Lateness returning to class or arriving to school (several) - Inappropriate behaviour in, around or outside school - Inadequate work and lack of effort	1st Verbal warning
Level 2 (Final Warning)	- Continued disruption of Teaching and Learning - Continued defiance - Continued lack of adequate work and effort - Continued inappropriate behaviour in, around or outside school	2nd Verbal warning Yellow warning (verbal) Discussion with the child at the end of the session to identify possible reasons for the behaviour and ways to support them in class.
Level 3	- Persistent disruption of Teaching and Learning - Rude/defiant behaviour towards adults and refusal to follow instructions - Persistent lack of adequate work - Casual/non directed swearing - Continued inappropriate behaviour in, around or outside school - Refusal to go to class or leaving the classroom without permission - Refusal to complete work or participate in activities when directed by an adult	Red Card Red warning (verbal) Behaviour logged on Arbor 15 minutes of reflection time during playtime/ lunch time. Discussion with child regarding reasons for the behaviour and time to reflect on the choices they made and how the situation can be resolved. Parent informed by class teacher at the end of the school day on collection of child or by telephone if necessary.
Level 4	Persistent Level 3 behaviour i.e. 2+ incidents logged for behaviour in any 7-day period - Dangerous behaviour - Swearing directed at another child/adult - Child on child abuse: hitting/slapping - Inappropriate use of ICT equipment - Failure to engage in reflection time - Refusal to hand over toys or inappropriate objects - Deliberate damage to property - Continued failure to bring equipment or kit - Racist/homophobic behaviour	Red Card Behaviour logged on Arbor. Removal from the classroom by a member of the SLT to work in isolation Reflection time during lunch time. Discussion with child regarding reasons for the behaviour and time to reflect on the choices they made and how the situation can be resolved. Parent informed by telephone and email Appointment made for parent to meet with class teacher and a member of SLT to discuss further actions
Level 5	Persistent Level 4 behaviour i.e. leaving or removal from lessons on more than 3 occasions within a 4-week period - Persistent disruption in class or in isolation - Deliberate damage to property - Child on Child abuse: severe e.g. bullying, fighting - Aggressive behaviour/physical violence towards a child or adult - Throwing objects - Dangerous behaviour including possession of a dangerous object - Severe racist or homophobic behaviour - Theft - Persistent defiance, swearing at or persistent abuse of a child/ member of staff	Internal Isolation Suspension in severe/repeated cases* Review of Pastoral support plan/Risk Reduction Plan Class teacher, SLT and relevant agencies meet with parents to discuss appropriate action <i>* Repeated behaviours and extreme physical violence against peers / adults and /or threatening behaviours will result in fixed term suspension and may result in permanent exclusion.</i>

Audited Need for Restrictive Physical Intervention or Restraint

Name	DOB	Age
How well equipped is the school to manage this inclusion (position in circles)		
Is 'Roots and Fruits' updated?		
Experiences affecting the child		
Feelings affecting the child		
Physical characteristics (height, weight, physical differences)		
Additional risk factors (medical or emotional diagnosis or needs, substance misuse etc.)		
Communication differences (visual or hearing impairment, adaptive communication)		
Is the 'Individual Risk Reduction Plan published or in need of updating?		
Context or Triggers (high risk times, places, people activities)		
De-escalation options to use (unusual strategies that are effective)		
De-escalation options to avoid (common strategies that have proved ineffective)		
Principle of 'last resort' why may de-escalation be ineffective (triggers are hidden, difficulty in communicating)		
Staff matching (who is best to de-escalate, who is safest for involvement with RPI)		
Training needs (does anybody require additional training in de-escalation, RPI)		

Justification (what harm will be prevented at what level)
Environmental Risk Assessment (necessary change chairs etc, limited access)
Student Shape (standing, seated on chairs, seated on the floor)
Adult Shape (standing, kneeling, seated in chairs)
Destination technique (elbow tuck lone worker, elbow tuck figure 4, shield etc.)
Transitions (describe the messy bits, taking hold, letting go etc.)
What makes it safe (reminders of detail)
What makes it effective (reminders of detail)
Social Validity (how will it feel for the child, how will it look to others)
Protective consequences (limits to freedom to control risk of harm)
Educational consequences (how are we going to teach internal discipline)
Unresolved risk factors (issues for management)