



**Stanhope Primary and Nursery School
Behaviour Policy
2025-2026**

To be reviewed September 2026



Aims and Objectives

The aim of the behaviour policy at Stanhope Primary and Nursery School is to create a calm, safe, and respectful environment where children feel safe, valued and listened to and teachers are able to teach and children are able to learn. Guided by The Stanhope Way of Be Kind, Be Safe and Be Your Best Self, we promote positive behaviour through clear expectations, consistency, and strong relationships, ensuring that all children feel valued, supported, and understood. We believe that positive behaviour underpins successful learning and that children thrive when they know what is expected of them. Our approach focuses on encouraging kindness, safe and respectful behaviour, while supporting children to regulate their emotions and make positive choices. It recognises that learning happens best when there are strong, trusting relationships between children, staff, parents/carers and the wider school community. Through high expectations, restorative practices, and appropriate support, we aim to enable every child to reach their full potential and contribute positively to the school community.

Behaviour can be considered a form of communication, often reflecting underlying emotional, developmental or contextual needs. Therefore, supporting behaviour requires us as a school to understand what the behaviour is telling us. We adopt a curious, non-judgemental and empathetic approach when dealing with behaviour, recognising that fairness means meeting individual need rather than treating everyone the same.

Our approach focuses on:

- **High expectations** alongside high nurture, providing children with clear boundaries, predictable routines and emotionally safe environments
- **Supporting children to regulate emotions**, reflect on choices and develop internal control, with adult co-regulation when needed
- **Using restorative approaches** to repair harm, rebuild relationships and promote learning and responsibility
- **Working in partnership** with families and external professionals to ensure children receive the right support at the right time

Through relational, restorative and inclusive practice, we aim to enable every child to belong, achieve and contribute positively to school life.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of a Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Equality Duty

In developing and implementing this policy, Stanhope Primary and Nursery School has had due regard to its duties under the Equality Act 2010, and is committed to ensuring that behaviour responses are equitable, inclusive and responsive to individual need. We aim to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

For further information, please refer to our Equality Policy.

Our School Ethos

At Stanhope Primary and Nursery School, we believe that every child has the right to feel safe, secure, valued and understood, and that positive behaviour flourishes within environments that are high in connection and high in structure.

We believe that teachers should be able to teach effectively and children should be able to learn to the best of their ability with no distractions. We recognise that relationships are the foundation through which children learn to understand themselves, others and the world. Strong, secure relationships enable children to settle to learning, regulate emotions and engage positively with school life.

Through clear routines, predictable expectations and a strong focus on emotional wellbeing, supported by our *One Life* curriculum, children are taught explicit self-regulation strategies, including mindful moments and journaling. When children experience big emotions or difficulties, adults support them through co-regulation, modelling calm, empathy and reflective problem-solving.

We work closely with families and the wider community, recognising that parents and carers are experts on their children, and that meaningful partnership is essential to meeting children's needs. Together, we support children to make positive choices, take responsibility for their actions and develop into respectful, confident learners who contribute positively to the school community.

Everything we do starts with positive relationships. Children deserve our time – time to talk, time to feel safe, time to reflect and time to put things right.

At Stanhope Primary and Nursery School, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. **Unmet Needs:** Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g., the need to feel safe, hunger, positive self-esteem
2. **Individual Influences:** Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g., their family, community, school
3. **Relationships:** Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, **unconditional positive regard** is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent/carer). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe, happy and comfortable.

At Stanhope Primary and Nursery School, we recognise the importance of listening to our children and seeking their opinion. Therefore, our School Agreement has been created and agreed by staff and children collectively.

School Agreement

A simple school agreement has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. Our "School Values" are displayed in every classroom and around school. Our "School Values" are as follows:

- Be Safe
- Be Kind
- Be Your Best Self

These values will be outlined through 'Fantastic Walking' relating to Be Safe, 'Fantastic Manners' relating to Be Kind and 'Fantastic Listening' related to Be Your Best Self. These are terms that staff will use consistently throughout school.

Our School Agreement is underpinned by these School Values. These values are rewarded and worked towards by the whole school community.

During our weekly Stanhope Stars assembly, the children will be rewarded based on these values (e.g., *Child x has been their best self this week because they...*)

Positive approaches

Children learn and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

The focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. Our 'School Rules' should be established at the beginning of each school year, and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session and are explicitly taught as part of the curriculum.

Rewards

It is a firm belief at Stanhope Primary and Nursery School that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems
- Individual rewards
 - Public praise in front of staff
 - Visit Headteacher, Deputy Headteacher or member of SLT for praise
 - Dojo Points for the class
- Dojo messages to parents
- STAR postcard from Headteacher
- Stanhope Star in assembly
- Phone call home to parents

Whole class reward systems

These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working hard as a team and by respecting our School Agreement and Values. The children are working towards a whole class treat each half term that will last about 1 hour. This will be achieved once the class earns collectively one hundred class dojo points.

Star of the Week Achievement Assembly

A child from each class is awarded a Stanhope Star certificate presented in a celebration assembly. Certificates focus on the School Values. Children value being identified as this achievement is saved and will never be taken away.

STAR Postcard from the Headteacher

STAR postcards are sent by the Headteacher to acknowledge effort and reward a child going above and beyond. These postcards are sent out at the end of each term.







A reward, once earned, will never be taken away from the child.




A restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies. At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space to regulate.

It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the school values, and this will be explained clearly to the child.

Dealing with behaviour is a **shared responsibility** and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:

Step	Strategy	Approach
1	A reminder of expectations and rules 	If a child is not demonstrating The Stanhope Way and is choosing to make the wrong choices, they will be given a reminder and asked to think about their behaviour choices. It will be made clear to the child what the reminder is for and what is expected of them.
2	A verbal warning (x2) 	1st verbal warning- Adult explains why the rule has been broken, explaining positively how the rule should be followed. 2nd verbal warning- The adult will further explain the rule(s) which have been broken, how to follow the rule(s) and return to class. If a child has received x2 verbal warnings for more than one session in a day or for 3 days out of a week, parents will be notified via phone/email.
3	Reflection time in own class 	Move from working space to a mindful moment area. This will be in the form of a mindful moment where the child is able to think about their behaviour and reflect on this. Strategies may include breathing techniques or watching the sand go through a timer 5 minutes reflection and then return to task. If a child has received 3 reflections in a week, parents will be contacted via phone/email. Invitation for parents to meet, but this is not an expectation. SLT will be made aware and monitoring will begin.
4	Reflection time (10 mins during Break or Lunch) 	Child completes the reflection activity with class teacher, followed up with restorative conversation. The reflection time should happen in the break following the behaviour incident. Incident recorded on the school behaviour monitoring system. Phone call/email home by the class teacher – inform parents/carers of reflection time and reasons for this. Invitation for parents/carers to meet, but this is not an expectation. If regulated the child will return to class and back to step 1. If an incident occurs during an afternoon session that requires reflection time at break or lunch, this will happen the following morning break time.
5	Reflection time with Headteacher or Deputy Headteacher (remainder of the session) 	Phone call/email to parents/carers by the class teacher – record on the monitoring system. Class teacher to work alongside Headteacher, Deputy Headteacher, Behaviour Lead, SENCO, and parents/carers to review/ create an Individual Behaviour Plan. Behaviour Lead and Headteacher to monitor.
6	Behaviour continues to escalate after above actions 	Follow up meeting with family, SENDCo and member of the SLT – record on the behaviour monitoring system. Potential Internal suspension (up to one day the following day in school away from peers with the Headteacher/Deputy Headteacher). Parents/carers informed by the Headteacher. Develop pupil profile/discussion with SENDCo regarding external agency referral.

7	Relevant External agency support 	Class Teacher: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
8	Fixed term suspension 	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. Behaviour Lead, SENDCo and Headteacher to monitor.
9	Permanent exclusion 	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

Please note: While the stepped approach is the standard to managing most behaviours at Stanhope Primary and Nursery School, it is not strictly linear. In the event of a significant behaviour incident, staff are expected to bypass the initial stages and move directly to the highest stage of response to ensure the safety and wellbeing of everyone involved.

A significant behaviour incident is any action by a child that:

‘Substantially disrupts learning, poses a risk to the safety or wellbeing of children or staff, involves discriminatory or abusive language or conduct, results in harm or injury, or requires intervention beyond standard classroom management.’

All significant behaviour incidents are recorded on the school’s behaviour monitoring system.

Individual Behaviour Plans

Individual Behaviour Plans Where a child is struggling to manage their behaviours it may be necessary to implement an individual behaviour plan. This plan will seek to address trigger points, difficulties and behaviour issues through a specific set of actions and adjustments which will enable the child to continue with their learning and bring about change to their behaviour. The plan will be written with the child and parents will be informed of the actions. Behaviour plans will be time limited and a review will be held at the end of the plan to assess progress.

Responding to misbehaviour from children with SEND

At Stanhope Primary and Nursery School we recognise that children’s behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school’s policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a child has an Education, Health and Care Plan (EHCP), the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will consider the specific circumstances and requirements of the child concerned.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time because of their SEND
- The child was likely to behave aggressively due to SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

At Stanhope Primary and Nursery School, the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will evaluate a child 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 external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies, and a SEND Support Plan and Behaviour Plan/De-escalation plan will be put in place in partnership with parents and carers. These plans will be reviewed at least termly.

Children with an Education, Health, and Care plan (EHCP)

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will contact the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

Bullying and 'relational conflict'

Stanhope Primary and Nursery School and Nottinghamshire Local Authority use the definition of bullying provided by the [Anti-Bullying Alliance](#):

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

At Stanhope Primary and Nursery School we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. At Stanhope Primary and Nursery School we monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Headteacher straight away. The Headteacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on the behaviour monitoring system, by a member of the Senior Leadership Team.

Minimising the Need for Restrictive Intervention, including the use of Reasonable Force

Stanhope Primary and Nursery School is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty, or freedom of action.

All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de-escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

Definitions (Aligned with DfE Statutory Guidance, April 2026)

Restrictive Interventions: Any physical or non-physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:

Reasonable Force – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.

Physical Restraint – Holding or restricting a pupil's movement, such as holding arms, guiding firmly, or stopping unsafe actions.

Non-Force Restrictive Intervention – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).

Guided Physical Intervention – Low-level, non-forceful contact to guide a pupil to safety.

Seclusion – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time-limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

Minimising the Need for Restrictive Intervention

Stanhope Primary and Nursery School employs proactive approaches including de-escalation strategies, relational support, curriculum adaptation, behaviour plans and environmental adjustments to prevent situations escalating to crisis.

For children with SEND, medical, or mental health needs, the school uses individual behaviour support plans, created collaboratively with parents/carers, to reduce the likelihood of restrictive interventions being needed.

Authorisation of Staff

Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.

All members of school staff have a legal power to use reasonable force where this is **necessary, proportionate and the least restrictive option** to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also **authorise other adults** (e.g., volunteers on school visits) to use this power in line with law and guidance.

Deciding Whether to Use Restrictive Intervention

When considering use of restrictive intervention, staff must apply the following principles:

- Is there an immediate risk of harm to the pupil or others?
- Is the intervention necessary and proportionate?
- Is this the least restrictive option available?
- Have de-escalation attempts been made where possible?
- Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

Using Reasonable Force and Other Restrictive Interventions

If restrictive intervention is necessary, staff must:

- Use the minimum force or restriction required for the shortest possible time.
- Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
- Seek support from another adult whenever possible.
- Continue to communicate with the child throughout the incident.

Recording and Reporting

The school will record and report in line with:

- The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint.
- DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:

- All seclusion incidents.
- All restraint incidents (physical or non-physical).
- All significant incidents involving use of force.

This includes:

- Blocking or restricting movement.
- Directing or steering a child where freedom of movement is restricted.
- Removing mobility aids.
- Any restraint technique.
- Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post-incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice (see Appendix 6).

Post-Incident Support

Stanhope Primary and Nursery School will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express

their views.

Training

Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de-escalation, with regular refreshers.

Oversight and Governance

The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use.

Use of Alternative Provision

A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

Decision-Making and Placement

Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. Stanhope Primary and Nursery School commissions Alternative Provision only with registered, quality-assured providers or unregistered providers approved and quality-assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers.

Expectations for Behaviour in Alternative Provision

Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

Reintegration

Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

Relationship with Suspensions and Exclusions

Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

Suspension and Permanent Exclusion

Suspensions (formerly known as fixed-term suspensions) and permanent exclusions are extremely rare and are only issued in response to serious incidents, or to persistent challenging behaviour which has not improved following in school support, sanctions, and interventions.

Authority to Exclude

Only the Headteacher may decide to suspend (for a specified number of school days) or permanently exclude a child. Any decision will be made in line with current statutory guidance and the principles of administrative law; that is, decision must be lawful, reasonable, fair, proportionate and based on the balance of probabilities. The

governing body's role is to consider the Headteacher's decision in accordance with the thresholds set out in the guidance and/or where parents/carers request a review.

The Headteacher will also, where appropriate, take account of:

- The child's views, considering their age and understanding
- Any contributing factors, including safeguarding, SEND or external influences
- The school's duties under the Equality Act 2010 and SEND legislation

Use of Suspension

A suspension is a temporary removal from the school and is used as a serious sanction within the school's behaviour policy. A child may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year.

During a suspension

- The child will not normally attend school site, except for planned meetings where appropriate.
- The school will ensure that work is set and marked for the first five school days of the suspension.
- Where a suspension exceeds five school days, suitable full-time education will be arranged from the sixth school day.

Stanhope Primary and Nursery School may also use internal suspension or alternative in-school provision as a behaviour strategy where appropriate. This is not a formal suspension and must not be used as a substitute for statutory exclusion procedures.

Reintegration Following Suspension

Stanhope Primary and Nursery School will support children to reintegrate successfully following a suspension. A reintegration meeting will be arranged, involving parents/carers and wherever possible relevant agencies, to review support, expectations and strategies to reduce the risk of further exclusions.

Parents/carers will be invited to attend; however, a child's return to school will not be delayed if parents/carers are unable or unwilling to attend. Provision for the child will be developed and reviewed as part of the structured reintegration plan.

Permanent Exclusion

A permanent exclusion is a decision that a child will no longer be allowed to attend the school (unless reinstated by the governing board or an Independent Review Panel).

A permanent exclusion will only be used:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the child to remain in school would seriously harm the education or welfare of the child or others

It is a measure of last resort, taking account of all relevant circumstances, including the school's duties under equality and SEND legislation and its safeguarding responsibilities.

Notification and Recording

Whenever a child is suspended or permanently excluded, the Headteacher will, without delay:

- consult with the Flying High Partnership
- notify parents/carers (and the child where appropriate)
- notify the governing board and the local authority
- notify the child's social worker and/or Virtual School Head where applicable

All exclusions will be confirmed in writing, including:

- the reason(s) for the exclusion
- the length of a suspension or confirmation of permanent exclusion
- the rights of parents/carers to make representations to the governing board
- details of the review process, including access to independent advice

Stanhope Primary and Nursery School will not use informal or unofficial exclusions. Any removal from school for disciplinary reasons will be recorded and processed in line with statutory requirements.

Governing Board Responsibilities

The governing board will consider the Headteacher's decision in accordance with statutory thresholds and timescales. Where required, it will:

- consider representations from parents/carers and other relevant parties
- decide whether the child should be reinstated
- ensure decisions are lawful, reasonable, and procedurally fair

Following a permanent exclusion, the governing board will meet within the required statutory timeframe (normally within 15 school days).

Independent Review Panel (IRP)

If the governing board upholds a permanent exclusion, parents/carers have the right to request an Independent Review Panel within 15 school days of receiving the decision.

Removal from the School Register

The governing board will only remove a permanently excluded child's name from the school admission register:

- after 15 school days have passed without an IRP application; or
- earlier if parents/carers confirm they will not seek a review; or
- after the conclusion of the IRP process where applicable

Commitment to Fair Practice

All decisions regarding suspension and permanent exclusion will:

- be made in line with statutory guidance
- take full account of the school's legal duties under the Equality Act 2010 and SEND legislation
- consider safeguarding responsibilities and the best interests of the pupil and wider school community

Stanhope Primary and Nursery School will work proactively to reduce the need for exclusion through early intervention, inclusive practice, and appropriate support.

Monitoring and evaluating behaviour

The Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers via questionnaires/surveys throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Staff Support

At Stanhope Primary and Nursery School we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training

- External Agency support and advice

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that children can be vulnerable in many ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our children safe.

For further information please see our Child Protection and Attendance Policies.

Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'Beyond Challenging section' and our 'Child Protection' policy.

Transition

At Stanhope Primary and Nursery School, we ensure any children joining our school receives an induction from a member of the Senior Leadership Team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, Children have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

This policy was written with reference to the NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion"

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

[Keeping children safe in education](#)

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation](#)

[The Equality Act 2010](#)

[Suspension and permanent exclusion guidance](#)

[Use of reasonable force and other restrictive interventions guidance](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Arranging Alternative Provision - guide for LAs and schools](#)

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

Minimising the Need for Restrictive Interventions (Including Reasonable Force)

At Stanhope Primary and Nursery School, we follow the Department for Education's Restrictive interventions, including the use of reasonable force, in schools guidance, effective 1 April 2026. This guidance strengthens expectations around prevention, proportionality, record-keeping and safeguarding.

We emphasise:

- Early intervention, prevention and de-escalation.
- Understanding children's needs, emotions and triggers.
- Emotion Coaching and restorative practices.

Restrictive interventions may be used only when necessary to:

- Prevent injury to the child or others.
- Prevent a criminal offence.
- Prevent serious damage to property.
- Prevent significant disruption.

Interventions must be proportionate, time-limited, and never used as punishment.

Restrictive Interventions (Including Reasonable Force) – Updated Legal Requirements 2026

From April 2026, schools must:

- Record every significant incident involving use of force.
- Report each incident to parents.
- Keep written records meeting statutory expectations under Section 93A of the Education and Inspections Act 2006.

Records must include de-escalation attempts, rationale, type/duration of intervention, injuries, follow-up, and communication.

Definition: Restrictive interventions include any physical or non-physical action limiting a pupil's movement, including reasonable force, guided movement, blocking, and seclusion.

No-contact policies are prohibited; staff must be able to intervene safely.

Seclusion rules:




- Only for immediate safety.
- Never as punishment.
- Continuously supervised.
- Safe, non-threatening spaces.
- Fully recorded and reported.

SEND: Staff must consider SEND when planning interventions and make reasonable adjustments.

Training: Staff likely to need interventions must receive accredited training.

Searching children: Authorised staff may use reasonable force where proportionate during searches for prohibited items.

Appendix 1: Language Scripts

Step	Strategy	Approach
1	A reminder of expectations and rules 	I have noticed that you have been...(noticed behaviour) This is a reminder that we need to...(remind of expectations) This is your chance to make a better choice. Example: <i>'I have noticed that you have been shouting out. This is a reminder that if we have got something to share, we need to put our hand up. This is your chance to make a better choice.'</i>
2	A verbal warning (x2) 	As above
3	Reflection time in own class 	I have noticed that you have continued to choose to...(noticed behaviour) You need to spend some time reflecting on your behaviour. Example: <i>'I have noticed that you have continued to disrupt the learning of others and this means that they are not able to focus. This is not being your best self so now you need to spend a mindful moment reflecting.'</i>

Appendix 2: Examples of behaviour

Step	Strategy	Behaviour
1	A reminder will be given for these examples of behaviour. If the behaviour continues, verbal warnings will be given and the steps will be implemented	Shouting out Turning round Talking whilst another person talking Standing up – wandering around the room Humming – making noises – tapping Interrupting the teacher during teaching time Not walking fantastically Not being ready for learning after ‘Team Stop’ Not focusing / day dreaming Doodling Fiddling Disrespectful tone Answering back Poor manners
2	These examples of behaviour may mean that behaviour is escalated without following the steps	Swearing Language which is racist / homophobic etc (Protected Characteristics) Derogatory comment about another child’s family – e.g. your mum Comments to deliberately upset Physical Assault Absconding – leaving the room Refusing to follow an instruction Purposefully damaging school equipment

Appendix 3: Restrictive Intervention Recording Form

This form complies with the Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 and the DfE Statutory Guidance "Restrictive Interventions, including the use of Reasonable Force, in Schools" (April 2026).

1. Incident and Child Details

Name of child

Year group and class

Date, time and location of incident

Name(s) of staff involved and role(s)

Witness or directly involved?

Details of other children involved

2. Type of Restrictive Intervention (tick all that apply)

Seclusion

Physical restraint

Non-force restraint (blocking, directing movement, preventing exit)

Removal of mobility aids

Guided physical intervention

Significant use of force

3. Incident Details

Incident description (factual, objective)

De-escalation strategies attempted

Rationale for restrictive intervention

Nature and duration of intervention

Impact on child (distress, emotional/physical response)

Any injury to staff or children and first aid provided

4. Child Voice

Record how the child felt, their views on what happened, and any follow up discussion.

5. Post-Incident Support and Review

Support provided to child

Support provided to staff

Adjustments required to the child's
behaviour plan or risk assessment

Was another adult present? (Yes/No and
details)

Information shared with other staff/agencies

6. Parent/Carer Notification

How and when were those with parental
responsibility informed?

Outcome of discussion with parents/carers

Any complaint logged as a result of this
incident

7. Completion and Review Sign-Off

Staff member completing form – Name &
Signature






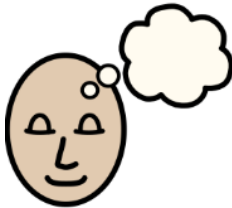
Date of completion

Senior Leader Reviewer – Name & Signature

Review Date

Actions required following review

Appendix 4: Positive Behaviour Poster

<p align="center">Positive behaviour at Stanhope is:</p> <p align="center"><i>Be Kind, Be Safe, Be Your Best Self!</i></p> 	
<p align="center">If you are not following our <u>Stanhope Way...</u> this is what will happen:</p>	
Step 1	<p>A reminder of expectations and rules.</p> 
Step 2	<p>A verbal warning (x2)</p> 
Step 3	<p>Reflection time in own class</p> <p>(5 minutes reflection and then return to task)</p> 
Step 4	<p>Reflection time (10 mins during Break or Lunch)</p>  <p>call home</p>
Step 5	<p>Reflection time with Headteacher or Deputy Headteacher</p> <p>(Remainder of the session)</p> 
Step 6	<p>Behaviour Plan to Support</p> 