



Behaviour Policy

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MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A **PASSION FOR LIFELONG LEARNING**
EXPLORING **LIFE IN ALL ITS FULLNESS**
WITH **HOPE AND ASPIRATION**
THROUGH A **WORLD CLASS EDUCATION**

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you,
declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

Sneinton St Stephen's Church of England Primary School

Behaviour Policy

1. Purpose and Vision

At Sneinton St Stephen's, we believe that all children are a gift from God. Our Behaviour Policy is designed to foster a safe, inclusive, and respectful environment rooted in our Christian values of Love, Joy, Hope, and Unity.

This policy:

- Promotes respect, self-discipline, and positive behaviour.
- Encourages personal growth and self-control.
- Ensures the well-being of all children and staff while preventing all forms of bullying and discrimination.

Our school's ethos encourages each child to grow in a supportive environment, where they are nurtured and know they are valued.

2. Legal Framework

This Behaviour Policy aligns with key statutory guidance and legislation to ensure the safety, inclusion, and well-being of all children at Sneinton St Stephen's.

These are:

- **Education Act 2002 (Section 175):** This act places a duty on schools to safeguard and promote the welfare of pupils. Our behaviour policy ensures that managing behaviour contributes to a safe learning environment where pupils are protected from harm.
- **Education and Inspections Act 2006 (Section 89):** This requires the headteacher to establish a behaviour policy that promotes respect, self-discipline, and good behaviour. It underpins the structure of our policy, ensuring that expectations for behaviour are clearly communicated and consistently applied.
- **Equality Act 2010:** This act ensures that our behaviour policy does not discriminate based on protected characteristics such as race, disability, or gender. The policy incorporates reasonable adjustments for pupils with disabilities, ensuring an inclusive approach to managing behaviour.
- **School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012:** These regulations provide the framework for suspensions and exclusions, ensuring that decisions are made fairly and reviewed appropriately. Our policy includes clear procedures for dealing with serious incidents that may result in suspension, in line with these regulations.
- **SEND Code of Practice 2015:** The SEND Code outlines how schools should support pupils with special educational needs and disabilities. Our policy reflects the requirement to make reasonable adjustments for pupils with SEND, ensuring fair treatment in behaviour management and providing additional support where needed.
- **Department for Education (DfE) Guidance: Behaviour in Schools (2022):** This guidance sets the expectations for managing behaviour in schools. It emphasises the importance of creating a positive school environment where good behaviour is recognised and reinforced. Our policy follows this guidance to ensure consistent, clear, and fair management of behaviour.
- **Keeping Children Safe in Education 2024:** This guidance places a duty on schools to ensure safeguarding is central to all aspects of school life. Our behaviour policy integrates safeguarding principles, ensuring that behaviour issues are managed in a way that promotes the safety and welfare of pupils. It also ensures that staff are alert to behaviours that may indicate safeguarding concerns, such as abuse or neglect, and follow the appropriate procedures when necessary.

3. Roles and Responsibilities

- Governing Body: Reviews and approves the Behaviour Policy.
- Headteacher and Senior Leadership Team (SLT): Oversees implementation, reviews the policy regularly, and ensures staff are trained appropriately.
- Staff: Model positive behaviour and implement the policy consistently.
- Children: Expected to follow the school rules and demonstrate positive behaviour.
- Parents/Carers: Expected to support the school's policy and reinforce positive behaviour at home.

4. Related Policies

This Behaviour Policy should be read in conjunction with the following related policies, which provide further guidance and detail on specific areas of behaviour management and safeguarding:

- **Anti-Bullying Policy:** Provides procedures and support for managing bullying incidents, including cyberbullying and prejudice-based bullying.
- **E-Safety Policy:** Addresses online safety, including the management of behaviour in digital spaces, and ensures that children are protected from harmful online interactions.
- **Safeguarding and Child Protection Policy:** Ensures that behaviour management is consistent with safeguarding practices, protecting children from harm.
- **Positive Handling Policy:** Outlines the appropriate use of physical intervention and positive handling to ensure pupil safety.
- **SEND Policy:** Details the support and reasonable adjustments provided for children with special educational needs and disabilities.
- **SEN Information Report:** Offers further information on the school's approach to supporting children with SEND.
- **Complaints Policy:** Explains the process for addressing complaints related to behaviour and other concerns.

These policies work together to ensure a holistic approach to behaviour management, safeguarding, and inclusion for all.

5. Sneinton Rules, Mantras, and Routines

Our school rules:



BE READY



BE RESPECTFUL



BE SAFE



FORGIVE

Sneinton Mantras:

- Fight fire with water.
- If we can predict it, we can prevent it.
- The problem is the problem, not the child.

Sneinton Routines

All staff at Sneinton St Stephen's are expected to establish pre-planned routines and procedures that ensure children are in the best possible position to behave well and engage in learning.

- Lessons are planned to be stimulating, coherent, and well-organised, with clear expectations for progress set from the start.
- Success criteria are agreed upon at the beginning, and every lesson ends with an opportunity for children to self-assess their learning.
- Classrooms are thoughtfully arranged, tidy, and equipped with all necessary materials, setting a positive and structured environment.
- Staff model positive behaviour, clear communication, and constructive interactions between each other and with children.

We insist on consistent routines for daily activities:

- Entering the classroom
- Seating arrangements
- Sharing a visual timetable
- Distributing and using equipment
- Transitioning between carpet spaces and tables where appropriate

Routines are also followed for how children line up, both inside and outside the classroom, how monitors carry out their duties, and how children move between areas of the school.

Before School: The school day begins at 8:45 am, with families welcomed onto the site from 8:35 am. Children are greeted outside their classrooms by a member of staff and are expected to enter the building calmly. They are not permitted to play on the playground or equipment before school starts. Breakfast is available for all children in classrooms, and on Monday mornings, a family breakfast is offered in the hall for children and their parents/carers.

End of the Day: The school gates open at 3:15 pm, and class teachers release children to parents/carers outside their classrooms. We ask parents to wait until their child is dismissed before taking them home. To avoid congestion, both gates can be used to exit the site. A member of staff will be at the gates at the end of the day, and office staff are available for any queries.

Break and Lunchtime: At the end of break or lunch, a whistle will be blown on the KS1 and KS2 playgrounds as a signal for children to stop, stand still, and be silent. After the second whistle, children calmly walk to their designated areas to line up with their teacher, who will lead them back into the building to resume learning. During lunch, KS1 children are taken into the dinner hall by their teaching staff, while KS2 children are called from the playground in an orderly line by the midday supervisor.

Class Charters: At the start of every academic year, children collaboratively develop a 'Class Charter' based on the Sneinton Rules, which is displayed in their classroom. Each charter uses age-appropriate language, with examples like:

- We say please and thank you.
- We walk quietly in school.
- We use appropriate language.
- We treat others with respect.

These principles and routines guide behaviour and are reinforced daily in school, helping maintain a calm, safe, and respectful learning environment.

6. Positive Behaviour Systems

At Sneinton St Stephen's, positive behaviour is reinforced using Class Dojo, where children can earn points linked to our 'Learning Tree' behaviours:

- Remembering
- Creating
- Wondering
- Trying
- Checking
- Concentrating

Rewards and Recognition:

- **Star of the Day:** Daily recognition for positive achievements or behaviour.
- **Merit Assembly:** A weekly celebration involving children and parents, recognising achievements:
 - **VIP Seats:** Reward for effort and achievement that week
 - **Reading for Pleasure:** Celebration and encouragement of positive reading identity and practices
 - **Merit Certificate:** For standout leadership and role-model behaviours that week
 - **Values Certificate:** For living out and modelling our school values that week
 - **Writer of the Week:** For effort and achievement in writing that week
- **Headteacher Award:** Given for outstanding effort, achievement and contributions in any area of school life.
- **Attendance Awards:** Celebrating high and improved attendance on a weekly, half-termly and termly basis.

Each class will develop its own bespoke reward systems that incorporate the voice and interests of the children in each class. This ensures that the rewards are tailored to the unique needs and motivations of each cohort. Staff may also introduce targeted positive reward systems, tailored to the needs of individuals relating to their personal targets. These will be agreed with our SENDCO.

7. Positive and Lunch Playtimes

At Sneinton St. Stephen's, we are committed to creating a positive and supportive environment during lunch and playtimes. We utilise older children as role models and mentors to support younger students, while also providing structured opportunities for physical activity and social development.

- **Pupil Sports Leaders:** We have dedicated pupil sports leaders from Key Stage 2 (KS2) who act as role models for children in Key Stage 1 (KS1) during lunch play. These sports leaders encourage positive play, model teamwork, and help younger children engage in physical activities, promoting an active and enjoyable lunchtime experience.
- **Pupil Wellbeing Buddies:** Additionally, we have Wellbeing Buddies from KS2 who support KS1 children in building friendships, resolving conflicts, and providing general support. These buddies help younger children develop their social skills, offering guidance on making friends and navigating playground dynamics.
- **Specialist Sports Staff:** To enhance physical activity during lunch for KS2, the school allocates funding for specialist sports staff. These staff members lead structured sports sessions to introduce children to new sports and prioritise exercise, fitness, teamwork, and participation. This initiative encourages children to engage in a variety of physical activities and promotes a healthy, active lifestyle.
- **Funding for Play Equipment and Resources:** We also allocate funding for lunch and play equipment and resources to support positive play. These resources help children develop teamwork, communication skills, and the ability to play well together, fostering a cooperative and inclusive environment.

We actively reward positive behaviours at playtime and lunchtime using our reward systems. Children are encouraged to engage in positive, respectful interactions with their peers, and exemplary behaviour is recognised through rewards.

Any incidents that occur during playtime or lunchtime should ideally be resolved by the staff members on duty at that time. Staff are trained to follow a clear procedure for managing minor incidents:

- **Reminder:** Children will be reminded of the expected behaviour.
- **Warning:** A verbal warning will be given if the unwanted behaviour continues.
- **Time Out:** If the behaviour persists, the pupil may be asked to spend time in a designated area for reflection.

However, for repeated unwanted behaviours or more serious incidents, the pupil may be referred to a member of the Senior Leadership Team (SLT). In such cases, the child may be required to spend reflection time indoors with an SLT member, which could result in missing the remainder of their play or lunchtime. In some instances, reflection time may also extend into future breaks or lunchtimes, allowing the child the opportunity to reflect on their behaviour and develop strategies for improvement.

8. Restorative Justice

Restorative Justice approaches are used to support relationships.

At Sneinton St. Stephen's, we use Restorative Justice approaches to support and repair relationships affected by conflict. By bringing together those harmed and those responsible for the harm, we open up a dialogue that allows everyone involved to understand the impact of their actions and work together to repair the harm. Restorative practices are used in daily interactions as well as more significant incidents, ensuring a consistent approach to conflict resolution.

Through a structured process, children are guided with questions such as:

- Tell me what happened.
- What were you thinking?
- What do you think now?
- How will you put it right?
- What will you do next time?

This approach ensures that all involved play an active role in resolving the issue and moving forward positively.

9. Managing Behaviour: Staged Approach to Unwanted Behaviours

We aim to address low-level unwanted behaviours swiftly and effectively, providing children with opportunities to self-regulate before imposing consequences. Strategies include non-verbal cues, positive framing, offering choices, setting clear expectations, and allowing take-up time.

We prioritise focusing on the primary behaviour, using minimal interventions and utilising additional adult support when necessary to prevent escalation.

We manage low-level unwanted behaviours through a staged approach, providing opportunities for children to understand and reflect on the impact of their behaviour at each level.

1. **A verbal reminder** of appropriate behaviour expectations.
2. **Verbal warning:** Reminder of expected behaviour.
3. **Time out:** A short period (approximately 5-10 mins) in a designated area in the classroom where the child is given the opportunity to reflect on their behaviour.

4. **Paired classroom:** The child spends a brief period (approximately 10-15 mins) to complete their learning in another classroom, supervised by a different teacher, to reflect and reset.
5. **Senior Leadership Team (SLT) involvement:** Intervention from a member of SLT, which may lead to a longer period of reflection e.g. for the remainder of the lesson or for the remainder of the morning/afternoon. The child will continue to complete learning tasks under the supervision of the senior leader, ensuring minimal disruption to their learning while providing time for reflection.

The stepped approach to behaviour consequences is applied until the end of the morning session or the end of the day. Each new afternoon and each new day provide a fresh start for all children, allowing them the opportunity to reset and engage positively without carrying over previous behaviour concerns.

Progressing through these stages is appropriate for managing low-level behaviours that disrupt learning. More significant behaviours—such as child-on-child abuse, disrespect towards adults, refusal to follow instructions, or damage to property—may result in children being sent directly to a paired class or Senior Leadership Team involvement for immediate intervention. This ensures that more serious issues are addressed promptly and appropriately.

As previously described, incidents that occur during play or lunch time may result in the child spending reflection time inside, with a member of teaching staff or a senior leader. This may lead to them reflecting inside for the remainder of that play or lunch period. In some cases, reflection time may also extend to future break and lunch times, allowing the child the necessary time to reflect on their behaviour and develop positive behaviour strategies before rejoining their peers.

We highly value strong relationships and open communication with parents/carers, especially regarding their child's behaviour. Staff may choose to inform parents/carers of time-out or paired class consequences when deemed appropriate, such as for repeated incidents or when behaviour impacts a child's learning or social interactions. However, we will always aim for parents/carers to be informed of any behaviour that has led to intervention from a member of SLT on the day of the consequence, ensuring transparency and collaboration in supporting the child's positive development.

10. Serious Incidents

Serious incidents are behaviours that pose a significant risk to the safety and well-being of children and staff, or that seriously disrupt the learning environment. These behaviours are taken very seriously and will result in immediate intervention and appropriate consequences.

Examples of serious incidents include:

- Physical harm or threats of harm (e.g., fighting, hitting, kicking)
- Sexual harassment or sexual violence (e.g., inappropriate touching, sexualised comments)
- Bullying (including cyberbullying) and discrimination (based on race, gender, disability, religion, or sexual orientation)
- Disrespect or defiance towards staff, including refusal to follow reasonable instructions, especially if this may endanger them or others
- Vandalism or intentional damage to school property
- Theft or deliberate dishonesty
- Bringing inappropriate items to school (e.g., weapons, illegal substances, harmful objects)

Consequences for serious misbehaviour follow a staged response. These responses are progressive, with increasing seriousness depending on the frequency and severity of the behaviours. Repeated incidents or continued serious behaviour will result in escalating consequences.

The Senior Leadership Team (SLT) will use their discretion to determine which consequence is most appropriate based on the nature of the incident and the child's behaviour history. Wherever appropriate, this will be in partnership with parents/carers.

In cases of significant misbehaviour, consequences may include:

1. Restrictions on outdoor play during lunchtime or break times
2. Reflection time away from peers, supervised by a senior leader (internal seclusion)
3. Off-site education at another Transform Trust school (early intervention)
4. Fixed-term suspension
5. In exceptional circumstances, permanent exclusion

In cases where a child displays ongoing serious behaviour concerns, the school will seek to support the child through an Individual Support Plan (ISP). This plan will be developed in collaboration with the child, their parents/carers, and relevant school staff to address specific needs and outline strategies for positive behaviour. In addition, the school may engage with external agencies, such as educational psychologists or behaviour specialists, to provide further support and ensure the child's well-being and progress.

Measures to Keep Children Safe:

The safety and well-being of all children are our highest priority. To ensure a safe learning environment, the school may take certain measures when necessary, in line with legal guidelines.

These measures include:

- **Confiscation of inappropriate items:** If a child brings items to school that are deemed unsafe or inappropriate (such as mobile phones, electronic devices, weapons, or illegal substances), staff have the legal right to confiscate these items to prevent harm or disruption. Confiscated items will either be returned to the child or their parents at the appropriate time, or in some cases, handed over to the police.
- **Searches:** Senior leadership and authorised staff have the authority to search children if there is reason to suspect that they are carrying prohibited items, such as knives, drugs, or other dangerous objects. These searches are conducted in a respectful and safe manner, in accordance with government guidelines, and in the presence of a second adult.

These actions are taken only when necessary to protect the safety of all children and staff, and to ensure that the school remains a safe and secure place for learning.

Enhanced Provision Panel

As a part of Transform Trust Enhanced Provision, any child at risk of suspension or exclusion will be referred to the Enhanced Provision Panel. The panel will work closely with the school and review the support in place for the child, as early intervention to prevent exclusion.

Education at another Transform Trust School (Early Intervention)

After discussion with parents/carers, whilst a review takes place, an opportunity to attend another school within the Transform Trust may be offered for a limited period of time, e.g. am/pm session, or for one day. The pupil will be supervised by a member of staff from Sneinton St. Stephen's. Appropriate work will be provided by the child's class teacher. On returning to school, an action plan of support will be implemented.

Fixed-Term Suspension (previously known as Fixed-Term Exclusion)

A pupil can be suspended for a fixed period or permanently excluded by the Headteacher. This must be on disciplinary grounds and as a last resort. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.

For any suspension or exclusion given by the school, work must be provided and marked for the first 5 days. A placement at a Nottingham City Local Authority pupil referral unit is considered to be a continuation of education at Sneinton St. Stephen's C of E Primary School following a period of suspension.

Following any period of suspension or serious incident, a reintegration meeting will be held with the pupil and their parents/carers.

Permanent Exclusion

A decision to permanently exclude a pupil will be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a serious one. There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one-off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

For more details, please refer to the **Transform Trust Exclusions Addendum** to our Behaviour Policy.

11. Positive Handling

In rare situations, it may be necessary to use reasonable force to ensure the safety of children and staff. Our approach prioritises de-escalation techniques and all other available strategies before any form of physical intervention is considered. All staff receive training and understand the legal and ethical responsibilities involved in physically handling children.

A number of staff at the school are specially trained in Restrictive Physical Intervention (RPI). Physical handling is always a planned response, and children who may require intervention will typically have a personal handling plan in place. When handling is necessary, two trained staff members will always be present to ensure the safety and well-being of all involved.

All incidents of physical handling are reviewed by a member of the Senior Leadership Team (SLT), logged appropriately, and reported to parents to maintain transparency and ensure proper follow-up.

For more details, please refer to our **Positive Handling Policy**.

12. Bullying and Discrimination

At Sneinton St. Stephen's, we are committed to creating a safe, respectful, and supportive environment for all children. We have zero-tolerance approach to bullying and any incidents of bullying are taken very seriously. We work actively to prevent it through education, intervention, and clear procedures.

What is Bullying?

Bullying is behaviour that is repeated over time (STOP – Several Times on Purpose), and intentionally hurts another individual, either physically or emotionally.

It can take many forms, including:

- **Physical bullying** e.g. hitting, kicking, or pushing.
- **Emotional bullying** e.g. name-calling, teasing, spreading rumours, or exclusion.
- **Cyberbullying:** Bullying using technology, such as online messages, social media, or text messages.
- **Prejudice-based bullying:** Bullying based on race, religion, gender, disability, or other differences.

Our Approach to Bullying:

- **Immediate Action:** Any bullying reported by children or parents/carers is investigated promptly by the Senior Leadership Team (SLT). Confirmed incidents are treated using the consequences listed in the 'Serious Incidents' of this policy.
- **Support for Children:** We provide counselling and individualised support plans where necessary to help children involved in bullying, either as the victim or perpetrator.
- **Prevention:** Bullying is addressed regularly through our Personal, Social, and Health Education (PSHE) curriculum, Collective Worship and events like Anti-Bullying Week.
- **Involvement of Parents:** Parents/carers are involved in the process, and we work closely with them to ensure that bullying is tackled effectively.

For more details, please refer to our **Anti-Bullying Policy**.

13. Equality Incidents

It is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably due to their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Response to Discrimination

If an incident occurs where a pupil is discriminated against or harmed by another child due to any of the protected characteristics above, it will be treated as a serious incident of child-on-child abuse. Such incidents must be recorded in our MIS system (Arbor) under the appropriate equality marker and reported verbally to a member of the Senior Leadership Team (SLT).

These incidents will be investigated by a member of the Senior Leadership Team and consequences will reflect those outlined in the 'Serious Incidents' section of this Behaviour Policy. Appropriate support will be provided to both the victim and the perpetrator.

The Headteacher will report all such incidents during each half-termly Full Governing Body Meeting and in their Termly Report to Governors.

Supporting Students with Protected Characteristics:

In accordance with the **Equality Act 2010**, the school is legally required to ensure that children with protected characteristics are not disadvantaged. Our approach to managing behaviour may be adapted to meet the specific needs of these children. The Special Educational Needs and Disabilities Coordinator (SENDCO) will assess any student who exhibits challenging behaviour to determine whether there are unmet needs, particularly if they relate to a protected characteristic.

Where necessary, support will be sought from external specialists, such as educational psychologists, specialist teachers, or medical practitioners, to identify or address specific needs. For students with more complex needs, we will collaborate with external agencies to develop tailored support programmes. Parents will be actively involved in creating and regularly reviewing these support plans.

For further information, please refer to our **SEND Policy**.

14. Post Incident Support

After an incident, it is important to give children the necessary time and space to calm down. Once they are ready, they should be reintegrated into their normal timetable as quickly as possible. The school has multiple rooms that serve as calm, safe space where children can receive nurturing and intervention from the Learning Mentor, other support staff and specialists. Such spaces can also be used as reflection areas, providing children with the opportunity to calm down further and engage in restorative justice practices.

Staff should also be offered a short break following a challenging incident, whenever possible, to ensure their well-being. Emotional support and basic first aid should be provided for any injuries sustained by staff or children. The 'Oasis' Wellbeing Room or Pupil Leadership Room are also available for staff as a space for reflection after such incidents. If injuries require more than basic first aid, immediate medical assistance must be sought.

All injuries must be reported and recorded using a first-aid slip, with a copy provided to parents following any instance where first aid is administered.

In cases where an incident involves violence towards staff, it must be reported as a Personal Contact Incident (PCI) by staff using our MIS system (Arbor) and then via our HR Tool (SamPeople) to Transform Trust.

After every incident, we reflect on our guiding principles:

- **Fight fire with water:** Respond with calmness and care.
- **If we can predict it, we can prevent it:** Use insights to prevent future incidents.
- **The problem is the problem, not the child:** Focus on solving the issue, not blaming the child.

We aim to identify potential triggers, behaviour patterns, and any lessons learned to improve our approach in the future. Behaviour logs are reviewed by the leadership team on a regular basis and reported to the Trust each term.

15. Recording and Reporting Incidents

All staff are expected to record incidents of child-on-child abuse using our MIS System (Arbor). In addition to this, staff also document repeated unwanted low-level behaviours, particularly when a child has been given the consequence of working in a Paired Class. This consistent recording of behaviours enables the school to maintain an accurate log of both individual and group incidents, allowing for early intervention where necessary.

Senior leaders regularly monitor these records, analysing the data to identify any emerging patterns in behaviour or signs of vulnerability among children. This analysis helps to pinpoint children who may require additional

support and to highlight any trends that may indicate broader concerns within specific cohorts or areas of the school. Such insights are shared with school leaders to enable swift and effective responses. These may include tailored interventions for individual children or groups, and, where necessary, adaptations to the curriculum to address specific behavioural issues.

Serious incidents, such as those related to bullying, sexual harassment, sexual violence, and equality concerns, are recorded within the MyConcern safeguarding portal. These incidents are monitored closely and reported to governors on a half-termly basis. This will also be recorded within the headteacher's termly report to governors, and also shared with Transform Trust. The school ensures that responses to such incidents are timely, targeted, and appropriate, providing support for both the victim and the perpetrator where needed.

By systematically recording, monitoring, and analysing incidents, the school is able to proactively identify patterns in behaviour and vulnerable children, allowing for targeted interventions and effective support. This approach is integral to maintaining a safe, inclusive, and supportive environment for all children, ensuring that issues are addressed swiftly and thoroughly.

16. Additional Support and Interventions

The vast majority of children will follow 'The Sneinton Rules'. However, there are times when reasonable adjustments are necessary to ensure that the policy is applied fairly and that all children receive the support they need in managing their behaviour.

Additional Support for Children with SEND or Behavioural Challenges

- Individual Support Plans (ISP) developed by the SENDCO and class teacher
- Curriculum and timetable adaptations where appropriate
- Targeted support from Learning Mentor
- Access to Enhanced Provision Panel
- Involving referrals to external agencies, educational psychologists, or other specialists
- Working alongside parents/carers to develop consistent and effective strategies for the child

Individual Support Plan (ISP)

The SENDCO will coordinate this alongside teaching staff and our Learning Mentor to ensure the child's specific needs are met. It should be co-created with the child and with parents/carers. This plan may include risk assessments, individual handling plans, and personalised timetables. All staff must follow these plans consistently, and they should be regularly updated and shared with parents/carers to ensure transparency and continuity of support.

More details about this can be found in the **SEND Policy**.

Mental Health and Wellbeing Concerns

If a member of staff has concerns about the mental health or wellbeing of a pupil, they must report this verbally to the Designated Safeguarding Lead (DSL) and record the concerns on MyConcern. The Designated Mental Health Lead will then take further action, which may include engaging with the Mental Health Support Team Practitioner and external agencies. Throughout the process, we work closely with parents/carers to ensure that the child receives appropriate support.

More details about this can be found in the **Mental Health and Wellbeing Policy**.

17. Behaviour Outside of School

While parents are responsible for their children's behaviour outside of school, the school has a statutory right to take action if behaviour outside of school has a significant impact on members of our school community. In accordance with Department for Education (DfE) guidelines, schools can impose sanctions for behaviour outside of school when:

- It affects the welfare and safety of children or staff.
- It negatively impacts the reputation of the school.
- It poses a threat to another pupil or member of the public.

When schools are informed of negative behaviour incidents that occur outside of school and have had a significant impact on our school community, we will work closely with parents to provide support. This may include:

- **Consequences** outlined in section '10: Serious Incidents'
- **Signposting to early help services** to access additional support.
- **Awareness sessions for children** in school, such as those focused on issues like cyberbullying or social media safety.
- **Learning Mentor support** to help the children involved reflect on their behaviour and develop strategies to improve.
- **Nurture sessions** within school to offer emotional and social support for the children involved.
- **Referrals to external agencies**, where appropriate, to provide additional support and intervention.

The school will always seek to work in partnership with parents to address behaviour issues outside of school and ensure the well-being of our children and community.

18. Electronic Devices

Children are not permitted to keep electronic devices, such as smart watches or mobile phones, during the school day, except in cases where mobile phones are linked to medical needs.

If children bring mobile phones or other electronic devices to school, they are required to check them in at reception. In cases of repeated failure to do so, the device will be confiscated, and parents will be asked to collect the devices from the office.

All phones brought to school must be handed in at reception and can be collected at the end of the school day or after the completion of any after-school club.

19. Staff Training and Development

At Sneinton St. Stephen's, behaviour management is a central focus of our ongoing staff development. We are committed to ensuring that all staff have the necessary skills and knowledge to manage behaviour effectively and support the well-being of our children.

- **Annual Training:** Each year, all staff participate in whole-school training sessions focused on behaviour management strategies, restorative practices, and the consistent application of the school's behaviour policy. This helps to ensure that every member of staff is up to date with the latest approaches and best practices.
- **Ongoing Development:** In addition to annual training, staff receive regular behaviour reviews and feedback, allowing us to reflect on current practices and make improvements where needed. Staff are encouraged to share their experiences, challenges, and successes in managing behaviour, fostering a culture of continuous improvement.

- **Specialist Training:** Where necessary, external specialists and practitioners are invited to deliver targeted training. This may include training on supporting children with special educational needs and disabilities (SEND), mental health concerns, or other specific behavioural challenges.
- **Induction for New Staff:** New staff members undergo a comprehensive induction programme, which includes thorough training on the school's behaviour policy and expectations. This ensures that all new staff are equipped with the tools and knowledge to maintain a positive and supportive learning environment from the start.

Through these training opportunities, we ensure that staff are well-prepared to handle a wide range of behaviour-related situations and are aligned with our commitment to fostering a positive, inclusive school culture.

20. Raising a Concern

If you have any concerns related to behaviour in school, please report them to the class teacher in the first instance. If the concern remains unresolved, it should be brought to the attention of the Phase Leader or a member of the Senior Leadership Team (SLT).

If your concern involves a member of staff or if a pupil makes an allegation against a member of staff, please report this directly to the Headteacher, Mark Lowe.

For any unresolved complaints, the issue should be addressed through the Transform Trust Complaints Procedure, as outlined in **our Complaints Policy**.

21. Review

At Sneinton St Stephen's, we believe that promoting positive behaviour is a shared responsibility between children, staff, and parents. By fostering respect, kindness, and self-discipline, we aim to create an environment where every child can thrive. Our staged approach to managing behaviour, combined with restorative justice practices, ensures that children learn from their mistakes while being supported in their growth.

This policy will be reviewed annually by the Assistant Headteacher for Inclusion and Governing Body.