Stormont School

9a BEHAVIOUR POLICY

(including positive reinforcement, rewards and sanctions)

EYFS – YEAR 6

Owner/s:	Deputy Head/DSL	Date reviewed:	Summer 2026
STAEG Committee:	Safeguarding & Education	Next review date:	Summer 2027

The policy will be published on the website for current and prospective parents, governors, staff and volunteers.

1. Introduction

1.1. This Behaviour Policy is written with full regard to the **Equality Act 2010**, the **Education Act 2002**, the **Education and Inspections Act 2006**, **Working Together to Safeguard Children (2023)**, and **Keeping Children Safe in Education (KCSIE 2026)**. It should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Exclusions Policy, Equal Opportunities Policy, and SEND Policy.

1.2. The DfE's **Behaviour in Schools (2022)** and **Searching, Screening and Confiscation (2023)** guidance have also informed this policy.

1.3. The following principles from the National Curriculum Council document on *Spiritual and Moral Development* continue to underpin our approach:

1.4. "Children need to be introduced from an early age to concepts of right and wrong so that moral behaviour becomes an instinctive habit... Older pupils are more likely to feel a commitment to abiding by the values of the school if those values are openly and explicitly discussed with them." "Teachers are by the nature of their profession 'moral agents' who imply values by the way they address pupils and each other..." "Children are more likely to behave responsibly if they are given responsibility... within a framework of clearly stated boundaries."

2. THE AIMS

2.1. The aims of our system of rewards and sanctions at Stormont School are to:

a. Teach values, attitudes, knowledge and skills through the curriculum.
b. Treat behavioural concerns in a caring, proportionate and supportive manner.
c. Meet our duties under the **Equality Act 2010**, including making **reasonable adjustments** for pupils with SEND.
d. Encourage pupils to take increasing responsibility for their behaviour and the wellbeing of others.
e. Develop self-discipline and emotional regulation.
f. Create the conditions for an orderly, respectful and safe school community.
g. Promote a positive learning environment where all pupils can thrive.
h. Enable pupils to develop social and emotional skills, confidence, empathy and respect for diversity.
i. Promote kindness, prevent bullying and uphold a culture of mutual respect.

2.2. These aims are achieved through a calm, nurturing atmosphere where pupils are encouraged through praise, modelling and consistent expectations.

3. GOLDEN RULES

3.1. The whole school follows a set of Golden Rules, referred to in posters around the school, in lessons and in assemblies. They are:

a. **A**lways follow instructions straight away
b. **B**e polite at all times and show good manners
c. **C**are for everyone and everything
d. **D**o your best and join in

3.2. These rules form the basis of all behaviour conversations, sanctions and restorative discussions with pupils and parents.

4. THE STORMONT SCHOOL VALUES

4.1. Respect
4.2. Empathy
4.3. Resilience
4.4. Independence
4.5. Kindness
4.6. Friendship
4.7. Curiosity
4.8. Gratitude
4.9. Courage
4.10. Responsibility

4.11. These values are embedded across the curriculum, assemblies, PSHE, and daily interactions, supporting a culture of positive behaviour.

5. THE ROLE OF THE STAFF

5.1. All staff are responsible for promoting positive behaviour and upholding school expectations consistently, in line with **Behaviour in Schools (DfE 2022).**

5.2. Staff will:

a. Model respectful, calm and professional behaviour.
b. Use clear, consistent language when addressing behaviour.
c. Make requests rather than issuing orders.
d. Keep proportionate responses, recognising the difference between minor and serious behaviours.
e. Listen to pupils' views and ensure fairness.
f. Avoid responding in anger; focus on behaviour, not the child.
g. Investigate incidents thoroughly and record them accurately on **CPOMS.**
h. Share relevant information with colleagues and parents.
i. Challenge inappropriate language or behaviour, including **child-on-child abuse, sexual harassment, racism, homophobia, ableism,** or any discriminatory conduct, in line with **KCSIE 2026.**

6. STAFF / PUPIL RELATIONSHIPS

6.1. Positive relationships are central to effective behaviour management. Staff set the tone through:

6.2. Professional conduct, punctuality and presentation.
6.3. High expectations of courtesy and respect.
6.4. Awareness of underlying causes of behaviour, such as:

a. boredom
b. lack of understanding
c. SEND needs
d. relationship difficulties
e. external/home issues

6.5. Stormont provides an engaging curriculum, strong pastoral support and explicit teaching of behaviour expectations. Reasonable adjustments are made for pupils with SEND in line with the **SEND Code of Practice (2015).**

6.6. Stormont prohibits any discriminatory language or behaviour based on race, religion, culture, sex, gender identity, sexual orientation, disability or SEND.

7. HOW WE PROMOTE POSITIVE BEHAVIOUR?

7.1. We promote positive behaviour through:
   a. Clear display and consistent use of the Golden Rules.
   b. Explicit teaching of expectations.
   c. Consistent language for praise and correction.
   d. Opportunities for reflection and restorative conversations.
   e. Regular reinforcement through assemblies, PSHE and form time.
   f. High expectations for movement, conduct and classroom behaviour.
   g. Avoiding whole-class punishments.
   h. Curriculum choices that encourage moral reasoning and discussion.

8. LIAISON WITH PARENTS

8.1. Strong home–school communication is essential. Parents are encouraged to:
   a. Speak to staff at the end of the day or arrange appointments for longer discussions.
   b. Share relevant home or medical information that may affect behaviour.
   c. Contact external club providers directly for incidents occurring outside school jurisdiction.

8.2. Staff will keep parents informed of concerns and work collaboratively to support pupils.

9. REWARDS

9.1. House Points- Awarded for positive behaviour, effort, kindness and attitude. Points cannot be removed once awarded.
9.2. Praise on a Postcard- Handwritten postcards sent home to celebrate exceptional contributions.
9.3. Headteacher's Award- Given for outstanding work, progress or sustained positive change. Logged on Engage.
9.4. Headteacher's Biscuits- Weekly recognition linked to school values.
9.5. Whole Class Rewards- Form Teachers use collaborative reward systems to promote teamwork and positive classroom culture.
9.6. Celebration Assembly- Weekly assemblies recognise effort, progress and achievement. Logged on Engage.

10. MANAGING BEHAVIOUR

10.1. Concerns are shared promptly with Form Tutors and discussed at weekly staff meetings. Strategies include:
   a. Adjustments to classroom organisation.
   b. Additional resources.
   c. Small achievable targets.
   d. Supervised reflection time.
   e. Certificates and praise.
   f. Early parental involvement.
   g. Referral to CAMHS, Educational Psychology or family support services.

h. Behaviour logs to identify patterns.

10.2. Child-on-child abuse, sexual harassment, online incidents and harmful sexual behaviour are managed in line with **KCSIE 2026**, the **Safeguarding Policy**, and may involve referrals to the **LADO** or **police**.

11. SPECIAL EDUCATIONAL NEEDS AND BEHAVIOURAL NEEDS

11.1. Pupils with SEND may require:

a. Behaviour-focused interventions.
b. Support addressing practical barriers.
c. Therapeutic or counselling support.

11.2. Reasonable adjustments are made in line with the **Equality Act 2010** and **SEND Code of Practice**.

12. PHYSICAL RESTRAINT

12.1. Stormont follows **Use of Reasonable Force (DfE 2013)** and **KCSIE 2026**.

12.2. Reasonable force may be used **only when necessary**, proportionate and for the shortest time, to:

12.2.1. Prevent injury to self or others.
12.2.2. Prevent serious damage to property.
12.2.3. Prevent a criminal offence.
12.2.4. Maintain safety and good order.

12.3. Staff must never use force as punishment.

12.4. All incidents are recorded within 24 hours on the Physical Restraint log, and if needed parents informed the same day, and reports stored securely.

13. CORPORAL PUNISHMENT

13.1. Corporal punishment is **prohibited by law** (Education Act 1996). Stormont forbids any physical contact intended to punish, humiliate or cause pain.

14. MAJOR BREACHES OF DISCIPLINE

14.1. Major breaches include:

a. Physical assault
b. Serious damage to property
c. Theft
d. Leaving school without permission
e. Verbal abuse
f. Discriminatory behaviour
g. Persistent refusal to work
h. Serious disruption

14.2. These are managed by the Headteacher and may lead to suspension or, in extreme cases, permanent exclusion, in line with **Exclusion from Maintained Schools, Academies and PRUs (DfE 2023)**.

14.3. Malicious allegations against staff may result in sanctions and referral to police if appropriate.

15. RECORDING AND DOCUMENTATION

15.1. Behaviour incidents are recorded on:

a. CPOMS (Levels 1–3)
b. Behaviour Log
c. Anti-Bullying Log
d. Racist/Sexist/Harassment Incident Logs

15.2. Patterns are reviewed termly and reported to Governors.

APPENDIX A: RESTRICTIVE INTERVENTION

There is no statutory definition of *reasonable force*. Schools must follow the principles set out in the Education and Inspections Act 2006, Use of Reasonable Force (DfE 2013), and KCSIE 2026, which state that staff may use reasonable force to prevent a pupil from causing harm, injuring themselves or others, damaging property, or seriously disrupting good order.
The decision to use force must always be based on professional judgement and the specific circumstances of the incident.

Key Principles

1. Force must only be used when necessary
Force may be considered reasonable **only when the circumstances of the incident make it necessary.** It must **never** be used to respond to:

- trivial misbehaviour
- situations that can be resolved through de-escalation
- non-dangerous non-compliance

2. Force must be proportionate
Any force used must be:

- **the minimum necessary** to achieve the intended safe outcome
- **proportionate** to the seriousness of the behaviour
- **time-limited,** ending as soon as the risk has passed

3. Staff must consider the pupil's age, understanding and SEND
When deciding whether force is appropriate, staff must take into account:

- the pupil's **age and developmental stage**
- any **special educational needs or disabilities**
- any **vulnerabilities,** including trauma or safeguarding concerns
- the pupil's **physical size and strength**

This is required under the **Equality Act 2010.**

Practical Guidance for Staff

Before using force
Wherever possible, staff should:

- give a **clear verbal instruction** to stop the behaviour
- explain what will happen if the behaviour continues
- use de-escalation strategies (calm tone, space, distraction, reassurance)
- continue communicating throughout the incident
- make clear that physical contact will stop as soon as it is no longer needed

Staff must **never** act out of anger, frustration, or as a form of punishment.

When NOT to intervene alone

Staff should avoid intervening physically without assistance unless there is an immediate risk of serious harm. Help should be sought when:

- the pupil is significantly older or physically stronger
- more than one pupil is involved
- the staff member feels at risk of injury

- the situation is escalating rapidly

In these cases, staff should:

- remove other pupils from danger
- summon help from colleagues or, if necessary, the police
- continue verbal de-escalation until help arrives

Types of Physical Intervention

Physical intervention may include:

- physically placing oneself between pupils
- blocking a pupil's path
- guiding or leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand on the centre of the back
- holding a pupil to prevent harm
- (in exceptional circumstances) more restrictive holds to prevent immediate injury

These actions must always be **reasonable, necessary and proportionate.**

Actions That Must Never Be Used

Staff must **never** use force in a way that could cause injury or be considered abusive, including:

- holding a pupil around the neck or by the collar
- restricting breathing
- slapping, punching, kicking or hitting
- twisting limbs or forcing joints
- tripping a pupil
- pulling hair or ears
- holding a pupil face-down on the floor
- any contact that could be considered indecent

These prohibitions are reinforced by **KCSIE 2026** and safeguarding legislation.

Non-Urgent Situations

Where there is **no immediate risk** to people or property, staff must:

- consider carefully whether physical intervention is appropriate
- use alternative strategies first
- avoid any action that could escalate the situation
- evaluate the potential consequences of intervening physically

Force must **never** be used as a shortcut for good behaviour management or to enforce compliance.

Recording and Reporting

Following any use of reasonable force:

- the incident must be recorded **within 24 hours**
- the Headteacher and DSL must be informed
- parents must be notified **on the same day**
- a written report must include:
    - names of those involved
    - time, date and location
    - reason force was necessary
    - description of events and de-escalation attempts
    - type of force used
    - pupil's response
    - any injuries or damage

This is required under **KCSIE 2026** and safeguarding best practice.

APPENDIX B: **BEHAVIOUR INCIDENT SHEET PREP**

Behaviour Incident Sheet -Prep

Name of pupil: Date:
Name of staff: Time:

Account of incident (*to be filled in by member of staff*):

What I did wrong:
What Golden Rule did I break?

What I should have done:

What I can do to put it right:

What have I learnt from this?

APPENDIX C: BEHAVIOUR INCIDENT SHEET PRE-PREP

Name of Pupil:

Date:

Time:

Place:

Name of Staff:

What did I do?	What rule did I break?	What should I have done?

Comment (member of staff)

Signed----------

APPENDIX D: SCHOOL SANCTIONS GUIDANCE

This guidance aims to ensure general consistency when applying sanctions however staff should use their professional judgement to decide on appropriate sanctions on a case-by-case basis.

Stage 1- Verbal Intervention For low level disruption and a minor infringement of the Golden Rules.	
Typical Behaviours	Typical Behaviours Running in the corridor, talking at inappropriate times, not following instructions, fighting over toys, talking in assembly
Possible Actions	Possible actions • Remind the pupils what they should be doing. Talk to them about what good behaviour is, referring to the school rules • Pupil asked to give a verbal apology where needed • Support the pupil not to repeat the inappropriate behaviour • Warn them of the action that will be taken if the behaviour continues (i.e., Stage 2)
Managed by	Managed by: The staff member witnessing behaviour
Monitoring	The Form Teacher will monitor and take action at Stage 2 level if repeated occurrences of verbal interventions are reported to them by same staff member.

Stage 2- Verbal Intervention and Time Out to Think For repeated occurrences of low-level poor behaviour outlined in Stage 1, mistreating equipment, being disruptive, not getting on with work, first time name calling, one off lying, one off physical contact accidental or age typical	
Typical Behaviours	Name calling, exclusion of others- first time, dangerous play, persistent talking, ignoring instructions, misuse of equipment, poor effort or attitude. Getting '3 sides' of a triangle- 3 warnings.
Possible Actions	Temporary time away from the situation: - Sitting to one side in the playground for 5 minutes - Sitting to one side in the classroom for 5 minutes. Complete a Time out to Think sheet.
Managed by	The class teacher
Inform	Phase Leader
Monitoring	The Phase Leader will monitor and take action at Stage 3 level if repeated occurrences of verbal interventions and 'time outs' are needed.

Stage 3- Behaviour Mark and Reflection Time For more than one acts of unkindness, disruption, disrespect outlined in Stage 2 or incidents of a more serious nature which breach the Golden Rules.	
Typical Behaviours	Acts of disobedience, rudeness, lack of respect, inconsiderate behaviour and deliberate unkindness or antagonising of others, damage to equipment or property, inappropriate behaviour which causes physical harm to others, refusal to work and answering back,
Possible Actions	Pupil to attend reflective time with the Phase Leader to talk about the repeated misbehaviour and its effect. Discuss ways of solving the problem. Children to complete behaviour sheet with Phase Leader and these are stored on Teams. (Appendix B and C)
Managed by	Phase Leaders
Inform	• Parents will be informed by the teacher issuing the mark and invited to discuss issues with the class teacher and/or the Phase Leader. They will be invited to work with the school to solve the problem. Information should be shared with all staff at a Briefing or by email if more urgent. • Record on CPOMS (Include Deputy Head)
Monitoring	Deputy Head to follow up with parents if further action is deemed necessary.

Stage 4- Sanction Card For persistent acts of unkindness, disruption, disrespect outlined in Stage 2+3 or incidents of a more serious nature which breach the Golden Rules.	
Typical Behaviours	Intentionally taking others' property, deliberately damaging property, lying, cheating, intentional unkindness, intentional exclusion of others, intentional physical violence or behaviour that has the potential to endanger themselves of others, repeated accidental incidents, being extremely disrespectful to staff, tarnishing the school's reputation, getting a behaviour mark 3 times during one term, racism, homophobia, discrimination
Possible Actions	• Child to meet with Deputy Headteacher and will invite parents in for a meeting to discuss • Learning Support to devise a support plan for that child • Share information with staff and actions to support them
Managed by	Deputy Headteacher and Head of Learning Support
Inform	• Parents • Staff
Monitoring	SLT

Stage 5-Temporary exclusion For serious incidents or repeated significantly poor behaviour which breaches of School rules. It includes repeated incidents of bullying, repeated further incidents from stages 4 whilst showing no remorse or improvement in behaviour.	
Typical Behaviours	Repeated bullying, discrimination, racism
Possible Actions	At the discretion of the Headteacher in consultation with the school Governor the pupil may be either • Temporary suspended and sent home for the rest of the day to 'cool off' or • Temporary excluded for fixed period (normally at least 1 day) • In both cases in school teaching will be withdrawn and the school will not be required to provide any work for the pupil to complete whilst at home. • Deputy Head to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour Log' on Teams • An agreed return to School following the temporary suspension or exclusion may include; • An individual Positive Progress Action Plan with daily update to parents • Pupil to meet with Deputy Head for a weekly meeting. • Inter-agency involvement and follow up • Counselling sessions recommended for the parents to consider. • Formal letter of apology Managed by: Agreed in consultation between Headteacher and Governors. • Parents asked to meet with Headteacher and Deputy Head • Parents formally informed by letter of the arrangements for the temporary suspension or exclusion. • Staff to be kept informed via Staff Briefings. Record on CPOMS
Managed by	Headteacher and Governors
Inform	Headteacher and governors, Deputy Head and relevant staff.
Monitoring	Headteacher and governors, Head of Pre-Prep, Deputy Head, DSL

Stage Stage 6 – Permanent Exclusion For major incidents of aggressive behaviour and other gross misconduct that brings the school into disrepute (on or off the premises) or that compromises the welfare or safety of another member of the school community.

Typical Behaviours	Repeated bullying or cyber-bullying, making a deliberately false or malicious allegation against a member of staff or extreme anti-social behaviour.
Possible Actions	• Formal disciplinary meeting arranged between the Headteacher, Pre-Prep/ Deputy Head and parents to discuss the pupil's behaviour. • At the discretion of the Headteacher in consultation with the school Governors the pupil may be permanently excluded. • All in School teaching will be withdrawn and pupil removed from the School Roll. • Deputy Head to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour' log on Teams
Managed by	Governors, Headteacher Deputy Head/ Head of Pre-Prep
Inform	• Form Tutor, Governors, SLT Parents formally informed by letter of the decision to permanently exclude the pupil. • Staff to be kept informed
Monitoring	SLT and governors