

# Stoke Fleming Primary School



## Behaviour Policy

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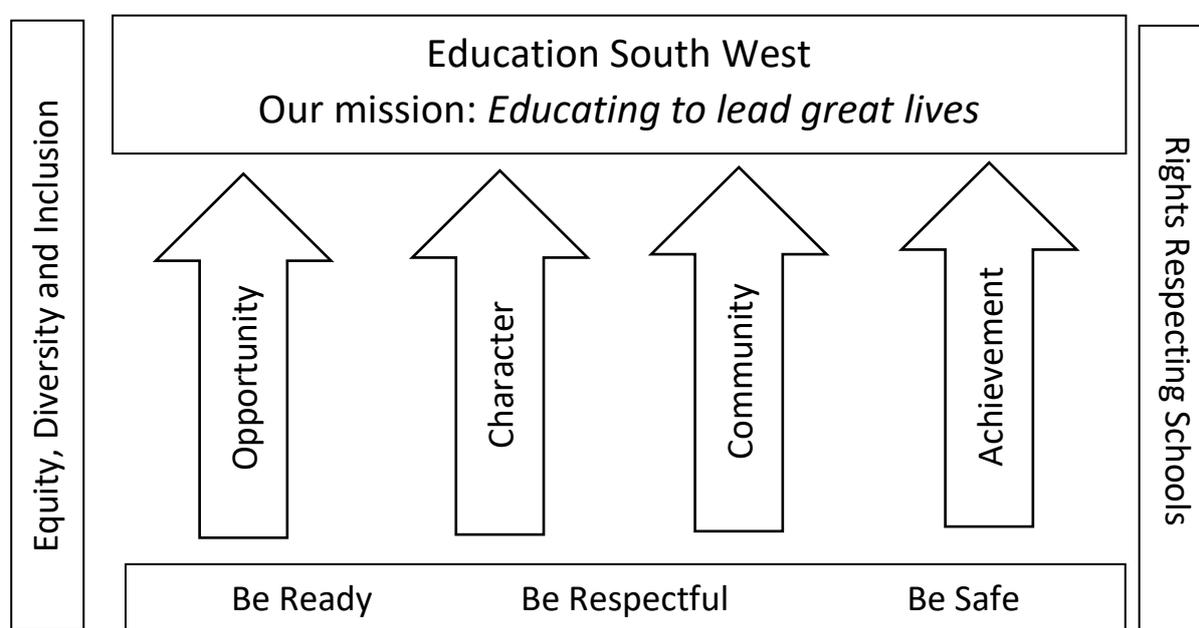
## Part A: The ESW approach to behaviour and culture in our schools

### A1. Vision, values and ethos in an ESW school:

The culture of our schools is built upon a unifying belief that we are *'educating to lead great lives'*. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



### A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture:

EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

#### Our working definition of EDI:

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.
- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.

- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

### **A3. The role of Rights Respecting Schools in developing our school culture:**

As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

### **A4. ESW Behaviour and Culture Policies have a set of guiding principles:**

The guiding principles which underpin all behaviour management in our schools are in line with our mission to *'educate to lead great lives'*:

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.
- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency and none more so than those with protected

characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).

- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needs for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.
- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

**A5. ESW Behaviour expectations** apply to all members of the school community. These include:

- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.

**A6. These expectations are summarised in our three rules:**

1. Be **ready**
2. Be **respectful**
3. Be **safe**

**A7. Legislation, statutory requirements and statutory guidance**

Each of our individual school policies are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

› [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › 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

#### **A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring**

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carer and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.

## **Part B: The Stoke Fleming specific approach to behaviour and culture in our school**

### **B1. Vision and Ethos**

At Stoke Fleming Primary, our approach to behaviour is firmly rooted in the research and principles championed by **Paul Dix**, whose work (*When the Adults Change, Everything Changes*) highlights the transformative power of consistent adult behaviour, relational practice, and calm authority.

We are committed to fostering a positive, inclusive and respectful school culture where **all pupils can thrive**. Our policy is built upon high expectations, clear boundaries, and the belief that behaviour must be explicitly taught, modelled and reinforced.

We adopt a **rules-based approach**, framed by positive relationships and restorative practice. We focus on helping children make better choices, take personal responsibility, and feel safe and valued within the school community.

### **B2. Behaviour Expectations**

Our core expectations are aligned with those advocated by Paul Dix and are designed to be simple, clear and consistent across the school. These are:

- **Be Ready** – prepared to learn, focused and showing a positive attitude.
- **Be Respectful** – to adults, peers, learning and the environment.
- **Be Safe** – making sensible choices, following instructions, and looking after themselves and others.

These expectations are **explicitly taught, modelled and revisited regularly**. Staff use them in praise, redirection and reflection. This shared language creates a calm, structured environment where pupils feel secure and know what is expected of them.

### **B3. Our Colour System – No Wall Chart, Same Shared Language**

Following Paul Dix's guidance on the harmful impact of public behaviour displays, we have removed visible behaviour charts from classrooms. However, we continue to use our **colour-coded system** as a shared internal framework for recognising, reflecting on and responding to behaviour.

#### **Green – Meeting Expectations**

All children begin each day on Green, which represents behaviour aligned with being Ready, Respectful and Safe. Positive behaviour is acknowledged through recognition and relational praise.

#### **Blue – A Reminder and Opportunity**

If a child moves away from expected behaviour, they move to Blue.

A calm, clear verbal reminder is given and the child is offered an opportunity to reflect and correct.

If corrected, they return to Green with no consequence.

#### **Orange – Repeated or Uncorrected Behaviour**

Used when behaviour continues after a Blue warning, or if low-level disruption or unkindness persists.

**Consequence:** The child will take part in **guided reflection** during the next break or appropriate time. This is not a punishment, but a chance to reset and **engage in a brief restorative discussion** where appropriate.

Reflection time is accumulative – 3 Oranges = 3 **guided reflections** across the week.

After this, the child returns to Green with a fresh start and a clear sense of next steps.

#### **Red – Serious or Persistent Behaviour**

Used for serious incidents (e.g. aggression, unsafe actions) or repeated behaviours after Orange.

**Consequence:** The child will have **20 minutes of supported reflection time** during break. A restorative conversation is held during or after this time to help the pupil process the

incident, understand its impact, and repair relationships.

Parents are informed by the class teacher. All Red incidents are recorded on CPOMs.

This approach reflects Dix's belief in **calm, relational adult responses** that help pupils learn from mistakes and reintegrate quickly and positively.

#### **B4. Escalation Protocol**

In line with **Paul Dix's focus on proportionate and consistent escalation**, we ensure clear boundaries while offering pupils multiple opportunities to reflect and improve.

- **3 Reds in a school week = In-School Exclusion**, where the pupil completes their learning for a **morning session** outside the classroom, **under the supervision of the Headteacher**.
- **3 In-School Exclusions in a term = Fixed-Term (Out of School) Exclusion**.
- **Multiple Fixed-Term Exclusions** may lead to **Permanent Exclusion**, in line with DfE statutory guidance.

#### **B5. Restorative Practice**

As promoted by Paul Dix and wider research, **restorative conversations** are an essential part of our approach. They support reflection, rebuild trust and reduce future incidents.

All reflection time—whether following Orange or Red incidents—is used not as a punishment, but as a **space to pause, think, and repair**. Staff are supported to lead these interactions in a calm, emotionally intelligent manner.

Staff use the following questions during restorative conversations:

- What happened?
- What were you feeling at the time?
- Who else has been affected?
- What needs to happen next?
- How can we move forward?

All staff are expected to engage pupils in these conversations following incidents, reinforcing our belief that **behaviour is a curriculum**—something we teach, not just manage.

## **B6. Supporting Pupils with SEND**

We are committed to equity and inclusion, in line with Paul Dix's emphasis on understanding the **individual needs behind the behaviour**.

We recognise that some pupils, particularly those with SEND or SEMH needs, may require:

- **Reasonable adjustments**
- **Individual support plans**
- **Pre-agreed strategies and expectations**

Staff are expected to follow personalised plans and consult with the SENDCo as needed, ensuring fairness through flexibility—not lowering expectations, but adapting the approach.

## **B7. Roles and Responsibilities**

### **All Staff**

- Use the agreed colour system and shared expectations of **Ready, Respectful and Safe** with consistency and fairness.
- Model positive behaviour and calm, respectful interactions at all times.
- Address incidents using the steps outlined above and record Red behaviours on CPOMs.
- Engage pupils in restorative conversations and reflection activities.

### **Pupils**

- Meet the expectations of being **Ready, Respectful and Safe**.
- Take responsibility for their behaviour and participate in restorative conversations.
- Contribute to a calm, respectful and safe learning environment.

### **Parents/Carers**

- Support the school's behaviour approach.
- Engage with teachers if their child receives a Red incident.
- Reinforce the values of being **Ready, Respectful and Safe** at home.

## **B8. Monitoring and Review**

Behaviour logs are reviewed weekly by SLT, using CPOMs to monitor patterns, highlight concerns and guide support.

The policy is reviewed annually with input from pupils, parents and staff.

All behaviour practice is regularly evaluated in light of current educational research, including that of **Paul Dix**, to ensure it remains inclusive, consistent and impactful.