



Believe, Engage, Succeed, Together

T: 01759 371 430 | E: office@stamfordbridgeschool.co.uk

Lower Site: Godwinsway, Stamford Bridge, East Riding of Yorkshire, YO41 1RA

Upper Site: 5-7 Church Road, Stamford Bridge, East Riding of Yorkshire YO41 1BP

Behaviour Guidance 2026-2027

This guidance is applicable to Stamford Bridge Primary School, as part of the Wonder Learning Partnership

Important: This document can only be considered valid when viewed on the Wonder Learning Partnership website. If this document has been printed or saved to another location, you must check that the version date on your copy matches that of the document online.

Version Approved: July 2026

Contents

Aim & Purpose	2
Core Principles (Trauma-Informed Lens)	2
School Values in Practice	2
Daily Practice in School.....	4
"Regulate – Relate – Restore"	5
Step 4: REBUILD (Long-term support)	6
Everyday Trauma-informed Practice	6
House Token System (B.E.S.T Values).....	8
Special Educational Needs	9
Equal Opportunities	10
Monitoring and Review	10
Positive Growth Plan.....	12
Risk Management Plan	15
REGULATION TEACHING PROGRAMME.....	18
Regulation Toolkit	22

Aim & Purpose

- Create a safe, supportive and nurturing environment where every child feels valued and understood in which teaching and learning can take place.
- Promote a consistent, relational approach to behaviour rooted in empathy, trust and mutual respect showing an awareness of each other's needs.
- Support all children to develop emotional regulation, responsibility and positive relationships.
- Use the principles of restorative and relational practices that build long-term change.

Core Principles (Trauma-Informed Lens)

At Stamford Bridge Primary School, we recognise that:

- Behaviour is communication of unmet needs, not simply a choice.
- Children may be responding to stress, trauma, or unmet emotional needs.
- Dysregulation is a stress response, not deliberate defiance.
- Lasting change happens through relationships, safety, and trust, not punishment. We adopt the Trauma-Informed "4 R's":
- Realise the impact of trauma on behaviour and learning.
- Recognise signs of distress and dysregulation.
- Respond with empathy, consistency and support.
- Resist re-traumatisation through calm, respectful practice.

School Values in Practice

We continue to live out our values:

- **Believe** – we believe that all our children will be given the full potential to achieve and be confident learners
- **Engage** – we engage our children to excel in their learning
- **Succeed** – we provide all our children with the opportunities and experiences to succeed
- **Together** – we work together in partnership with our children and families to nurture and

These are enacted through our 3 school rules:

- "We are ready to learn."
- "We are respectful."
- "We try our BEST."

The school behaviour expectations will be visible in the classroom and be referred to on a regular basis. Rewards must be given to support and encourage positive behaviour. Good and outstanding behaviour is encouraged and celebrated by creating a well-cared for environment and a well-ordered, positive learning experience.

The staff should therefore:

- Model and set clear expectations for children's behaviour.
- Encourage children to set their own personal best goals and maintain a sense of responsibility.
- Establish consistent procedures in line with the behaviour charter.
- Address any misbehaviour quickly, calmly and sensitively so that it does not encourage others.
- Provide rewards through suitable comments, encouragement and team points.

All teachers and support staff should be able to exercise their professional judgement when responding to disruptive or challenging behaviour, whether in the classroom or beyond. In doing so, adults should be guided by the school's core principles, recognising that behaviour is often a form of communication and may reflect underlying needs, experiences or unmet emotional needs.

All incidents of behaviour that fall below the school's expectations will be explored as soon as possible in a calm, supportive and non-judgemental manner. Responses should seek to understand what has happened, who has been affected, and how relationships can be repaired. Where appropriate, this will involve restorative approaches that encourage reflection, accountability and the opportunity to make amends.

Consequences, where necessary, will be proportionate, meaningful and focused on learning rather than punishment. They will aim to support children in understanding the impact of their actions, taking responsibility, and developing strategies to make positive choices in the future. The emphasis will be on repairing harm, rebuilding relationships and restoring a sense of belonging within the school community.

The aim of any response is not only to support immediate positive behaviour, but also to promote long-term self-regulation, emotional development and wellbeing for all. All adults will remain mindful of their own responses, modelling calm, respectful and consistent interactions, particularly when children may be experiencing heightened emotions or distress.

Above all, responses must be fair, consistent and sensitive to individual circumstances, recognising that a trauma-informed approach requires flexibility, empathy and an understanding of each child's context.

Emphasising and reinforcing positive behaviour is essential in creating a safe, inclusive and supportive school culture. Positive behaviour should be consistently acknowledged through verbal praise, recognition and rewards such as team points. Success should be celebrated at

individual, group, class and whole-school levels to ensure all children feel valued and experience achievement.

Wherever possible, children should be supported to take responsibility for their own behaviour through opportunities for choice, reflection and problem-solving. They will be explicitly taught strategies to regulate emotions, resolve conflict and build positive relationships.

Through restorative practice, we encourage children to express their feelings, listen to others, and work collaboratively to repair harm. We teach and model respectful communication, helping children to resolve disagreements through discussion rather than conflict, and to develop the skills needed to be empathetic, assertive and responsible members of the school community.

Daily Practice in School

- All teachers will greet their children at the start of the day by standing at their classroom door, where possible, creating a welcoming, calm and predictable start to the day that supports a sense of belonging and safety.
- All children are expected to be ready to learn. Where children experience difficulties with this, adults will provide appropriate support and regulation strategies to help them become ready, recognising that children may need varying levels of emotional or practical support to engage successfully.
- If a child is not behaving in an appropriate manner, they will be reminded of expectations and what BEST behaviour looks like. This will be done in a calm, respectful and supportive way, with a focus on re-engagement rather than reprimand.
- If the behaviour continues, staff will respond sensitively, seeking to understand the underlying reasons for the behaviour and offering appropriate support or adjustments. This may include a quiet conversation, providing choices, co-regulation, or adapting the environment. Where necessary, children may be supported to move to a different space within the classroom to help them regulate and refocus, ensuring this is done in a way that maintains dignity and inclusion.
- If a child continues to experience difficulty in managing their behaviour, further support may be sought from senior leadership team to provide additional guidance, reflection time, or a restorative conversation. The emphasis will remain on helping the child understand what has happened, how others have been affected, and how the situation can be repaired.

- All instances of behaviour (especially those that fall below the school's expectations, particularly where patterns emerge or concerns persist) will be recorded on CPOMS to ensure that needs are identified, monitored and appropriately supported.

Parents and carers will be informed of all behavioural incidents to ensure that transparency is maintained. Communication will be handled in a supportive, solution-focused way, with the aim of working in partnership to support the child, where possible on the same day.

Where children regularly display behaviours that indicate additional needs, the SENDCo and, where appropriate, the Behaviour Support Lead and Senior Leadership Team will be consulted. This ensures that responses are informed, consistent and tailored, recognising that behaviour may be linked to additional needs or life experiences.

"Regulate – Relate – Restore"

Our approach to behaviour is grounded in the understanding that all behaviour is a form of communication and that children's actions are often influenced by their emotions, experiences and unmet needs. We adopt a trauma-informed and restorative framework, recognising the importance of safety, connection and reflection in supporting children to regulate their behaviour and build positive relationships.

Rather than focusing solely on compliance, this approach prioritises understanding, repairing harm and developing self-regulation over time. Staff use the "Regulate – Relate – Restore" model to guide consistent and supportive responses, ensuring that children feel safe, valued and able to learn from their experiences while maintaining a strong sense of belonging within the school community.

Step 1: REGULATE (Immediate response)

Focus: Safety and emotional regulation Adults:

- Stay calm and non-threatening
- Use scripts: "I can see something feels big right now. You're safe."
- Offer regulation strategies:
 - breathing
 - movement
 - calm corner / sensory tools

→ Based on: **Regulate → Relate → Reason** sequence

Step 2: RELATE (Connection before correction)

Focus: Relationship and trust Adults:

- Use warm tone, body language, and proximity
- Show empathy and curiosity

- Avoid confrontation or shame

Key principle: “Connect before you correct.”

Step 3: RESTORE (Restorative conversation)

Focus: Responsibility and repair Once regulated, adults facilitate:

- Reflection (What happened?)
- Impact (Who was affected? How?)
- Repair (What can we do to make things right?) Use:
- Affective statements
 - “I feel disappointed when learning is disrupted because everyone deserves to learn.”
- Restorative questions

Step 4: REBUILD (Long-term support)

Focus: Preventing recurrence

- Identify triggers and unmet needs
- Adapt provision (breaks, check-ins, support plans)
- Build positive adult-child relationships

Everyday Trauma-informed Practice

Consistency and Predictability

- Daily meet-and-greet
- Clear routines and expectations
- Calm, consistent adult responses

Regulation Support

- Regulation corners in every classroom
- Planned sensory/movement breaks
- Co-regulation strategies used by adults

Language and Interaction

- Use non-shaming language
- Focus on behaviour, not the child
- Replace “Why did you do that?” with:
 - “What happened?”
 - “How can I help?”

Recognition and Positive Reinforcement

We prioritise **positive noticing and belonging**:

- Specific praise
- Team points
- Affective statements (positive) Examples:
 - “I feel proud of how you kept trying.”
 - “I feel happy seeing you work together.”

Responding to Behaviour

Instead of escalation through a ladder, staff will:

- 1. Notice and regulate**
- 2. Connect and understand**
- 3. Explore the need behind behaviour**
- 4. Use restorative conversations**
- 5. Adapt support as needed**

Key shift:

- From: “What’s wrong with you?”
- To: “What has happened to you?”

Next Steps:

If the procedural response outlined above does not lead to sustained improvement, a more structured, collaborative and supportive approach will be implemented. This will continue to be underpinned by a trauma-informed lens, recognising that ongoing behaviours may indicate unmet needs, difficulties with regulation, or underlying experiences that require additional support.

The class teacher will meet with parents/carers to develop a shared understanding of the child’s needs and to agree supportive strategies. Together, they will co-create a personalised and positive growth plan. This may include approaches such as individual reward systems, planned movement or sensory breaks, clear and achievable targets, and increased opportunities for connection and success.

Where further support is required, the class teacher will make contact with parents/carers to strengthen the partnership between home and school. At this stage, there will be a continued focus on identifying underlying needs and adapting provision accordingly.

Support strategies will be reviewed and refined regularly, with structured check-ins involving the phase leader and class teacher to ensure consistency, monitor impact and respond flexibly to the child’s progress. The child’s behaviour and wellbeing will be closely monitored to ensure that support remains appropriate and effective.

A member of the senior leadership team, including the headteacher, may become involved to further review the support in place alongside parents/carers, ensuring that a holistic and consistent approach is maintained.

Where appropriate, a Risk Management Plan will be co-produced with parents/carers, placing emphasis on proactive strategies, relational support and clear responses to help the child feel safe and understood.

If needed, external agencies will be engaged to provide additional expertise and guidance, ensuring that the child receives coordinated and specialist support.

In rare circumstances, and only when all supportive and preventative approaches have been explored, more formal measures such as temporary suspension or permanent exclusion may be considered. These decisions will always prioritise the safety and wellbeing of all members of the school community and will be undertaken in line with the WLP exclusion policy and statutory guidance, with continued efforts to support the child and family throughout the process.

House Token System (B.E.S.T Values)

Our house token system recognises and celebrates children when they demonstrate our core values of B.E.S.T: Believe, Engage, Succeed, Together. Tokens are a visible, shared way of reinforcing positive behaviours, building belonging, and helping children see themselves as successful members of their school community.



How Tokens Work

- Each child contributes to their school house by earning tokens (e.g. coloured counters).
- Tokens are awarded when children demonstrate the values in action:
 - **Believe** – showing confidence, resilience, or a willingness to try
 - **Engage** – being focused, participating, and contributing to learning
 - **Succeed** – making progress, achieving goals, or persevering through challenge
 - **Together** – showing kindness, cooperation, and respect for others
- Tokens are added to the house collection system and visibly build over time, celebrating collective success and shared responsibility.

Celebrating Success

- House totals are acknowledged regularly to maintain motivation and a sense of belonging.
- Collective achievements are recognised at half-termly points
- Celebration focuses on effort, growth, and teamwork, rather than competition alone.

Recognition and Rewards (Trauma-Informed Approach)

At Stamford Bridge Primary School, we use recognition and rewards to strengthen relationships, build self-worth, and reinforce positive, pro-social behaviour. Our approach is rooted in the understanding that children thrive when they feel seen, valued, and safe.

Principles

- Recognition is consistent, specific, and meaningful
- Praise focuses on effort, progress, and values, not just outcomes
- Rewards support intrinsic motivation and a sense of belonging
- All children are given frequent opportunities to experience success

In Practice

- All staff can award house tokens
- Recognition is immediate and clearly linked to behaviour:
 - *“I noticed how you kept trying even when it was tricky – that shows **Believe.**”*
 - *“Thank you for helping your partner – that’s a great example of **Together.**”*
- Adults explicitly connect actions to the B.E.S.T values, helping children understand and internalise expectations
- Positive noticing is prioritised, especially for children who may find behaviour or regulation more difficult

Trauma-Informed Considerations

- Recognition is delivered in a way that protects dignity and avoids comparison or shame
- Staff remain aware that some children may find public praise overwhelming; recognition can be private, quiet, or relational where needed
- Rewards are used to build connection before compliance, helping children feel secure and motivated
- We aim to “catch children living out their school values for themselves and others,” particularly
- when they are making small but significant steps in regulation or behaviour

Special Educational Needs

When a child experiences repeated difficulties with behaviour that falls below the school’s expectations, support from the Behaviour Support Team (BST) or Educational Psychologist (EP) should be considered. A child with recognised emotional, behavioural, or additional needs will require enhanced understanding, flexibility, and targeted support. This will be developed in consultation with parents/carers and, where appropriate, with input from external professionals.

It is important to emphasise that the development of a support plan is intended to promote positive outcomes, regulation, and wellbeing. It is not a pathway to exclusion, but a proactive approach to ensuring that the child feels safe, understood, and able to succeed. Support plans will remain aligned with the school's values and approaches to recognition and behaviour support, while allowing for individualised adaptations that reflect each child's needs.

For children with a support plan, it is important that clear and consistent records of incidents and observations are maintained and recorded on CPOMS. This enables staff to identify patterns, triggers, and times of increased need, allowing for more informed and responsive support.

Plans will be reviewed regularly in partnership with parents/carers and relevant professionals to ensure that strategies remain effective, supportive, and appropriate. Where a child has identified Special Educational Needs, it may be necessary to adapt elements of the behaviour support or consequence approaches outlined in this charter. Any adaptations will be carefully considered, ensuring they are proportionate, supportive, and in the best interests of the child, and will be agreed in collaboration with parents/carers and external agencies where appropriate.

Equal Opportunities

Equal opportunities are at the heart of this behaviour charter. All children should be treated with equity, dignity, and respect, recognising and valuing their individual experiences and backgrounds.

Every child will be supported and understood regardless of their gender, intellectual or physical ability, social or cultural background, or race. We recognise that children's behaviour and needs may be shaped by their experiences, and therefore responses must be fair, inclusive, and responsive rather than identical.

All children are entitled to the early identification of their individual needs and the implementation of positive, supportive strategies to help them feel safe, included, and able to succeed.

Monitoring and Review

All members of the school community share a responsibility to monitor, reflect on, and support the implementation of this behaviour charter, ensuring that it remains consistent, inclusive, and responsive to the needs of all children.

Suggestions for development and improvement are welcomed at any time and may be incorporated through the addition of appendices or updates. This reflects our commitment to a reflective, evolving approach, responsive to emerging needs, research, and best practice.

The behaviour charter will be formally reviewed by staff and governors on a three-year cycle. This review process will consider behaviour data, stakeholder feedback, and the effectiveness of current approaches, ensuring that practice continues to support safety, wellbeing, inclusion, and positive relationships across the school community.

Child's Name:	Date of plan:
---------------	---------------

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What does this look like?	What does this look like?	What does this look like?
What can I do to help myself?	What can I do to help myself?	What can I do to help myself?
What can staff do to help me?	What can staff do to help me?	What can staff do to help me?
Stage 4 Recovery Behaviours	Stage 5 Depression Behaviours	Stage 6 Follow up
What does this look like?	What does this look like?	What does this look like?

What can I do to help myself?	What can I do to help myself?	What can I do to help myself?
What can staff do to help me?	What can staff do to help me?	What can staff do to help me?

What are the common triggers?

De-escalation Skills:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing the audience			
Others			

Child's interests/praise points

- 1.
- 2.
- 3.
- 4.
- 5.

How should we record incidents and who should we inform?

Complete CPOMs – inform parents

Plan signed and agreed by:

Class teacher:

Parent/Child:



Risk Management Plan

Flight Risk

GENERAL INFORMATION	
PUPIL'S NAME	
DATE OF BIRTH	
ASSESSMENT COMPLETED BY	
SIGNATURE	
DATE OF Risk ASSESSMENT	
Date of Risk Assessment Reviewed	
REVIEW DATE	

Flight Risk

- .

Context

IDENTIFICATION OF RISK	
What risks does this behaviour pose?	
Who is affected by the risk?	
ASSESSMENT OF RISK	

In which situations does the risk usually occur?	
How likely is the risk to arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
IDENTIFICATION OF RISK	

How serious are the adverse outcomes?			
RISK REDUCTION			
TYPE OF MEASURE	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before Jericho displays challenging behaviour			
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	De-escalation strategies		

IDENTIFICATION OF RISK

Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour

Prevention / minimisation of any potential harm

REGULATION TEACHING PROGRAMME

Overall Aim

To develop the child's awareness of their emotional state, increase their repertoire of regulation strategies, and improve their ability to request support before reaching crisis.

Phase 1 (Weeks 1): Understanding My Body

- Learning objective
- Recognise early signs that the body is becoming overwhelmed.
- Activities

1. Body Mapping

Draw around the child's body and discuss:

- What does your body feel like when calm?
- What does your body feel like when worried?
- Angry?
- Excited?

For example:

- hot face
- tight fists
- tummy ache
- fast breathing
- buzzing legs
- headache

The aim is to identify *physical sensations*, not just emotions.

2. Calm Body Exploration

Practise noticing:

- slow breathing
- relaxed shoulders
- loose hands
- quiet voice
- comfortable heartbeat

This develops interoception (awareness of internal body signals).

3. Feelings Scale

Introduce a simple 5-point scale. Example:

- 1 = Relaxed
- 2 = Busy
- 3 = Starting to feel overwhelmed
- 4 = Very upset
- 5 = Crisis

Use photographs of the child (where appropriate), symbols or drawings. Practise identifying different situations.

Phase 2 (Weeks 2): Building a Toolbox

- Teach regulation strategies one at a time.
- Never assume the child knows how to use them.

Strategy 1 – Belly Breathing

Teach:

- hand on tummy
- breathe in for 4
- breathe out for 6

Practise when calm.

Not during crisis.

Strategy 2 – Heavy Work

Examples:

- wall pushes
- carrying books
- pushing trolley
- resistance bands
- animal walks (bear crawl, frog jumps, crab walks)

Discuss how muscles feel afterwards.

Strategy 3 – Sensory Regulation

Explore preferences:

Movement:

- rocking
- swing
- trampoline
- walking

Touch:

- weighted blanket or bunny
- textured objects
- play dough

Sound:

- headphones
- calming music

Vision:

- dim lighting
- visual timer

Record what genuinely helps.

Strategy 4 – Safe Break Cards

Teach requesting a break before becoming overwhelmed.

Practise:

- “I need a break.”

Or

- Show break card.

Reward successful use.

Phase 3 (Weeks 3-4): Matching Strategies to Feelings

Teach that different feelings need different strategies. For example:

Feeling	Helpful strategy
Busy	Headphones
Angry	Wall pushes
Worried	Breathing
Restless	Movement break
Tired	Quiet sensory activity

Develop an individual regulation menu.

Phase 4 (Weeks 5-6): Using Strategies Independently

Scenario practice Role play situations.

Example:

"The classroom gets noisy."

"What does your body feel like?"

"What number are you?"

"What could help?"

Practise repeatedly.

Daily Check-In

Several times each day: "What number are you?"

- No judgement.
- Simply identify.

If they say "3" Prompt:

"What helps when you're a three?"

Eventually reduce prompt

Regulation Toolkit

Create an individual toolkit containing:

- feelings scale
- break card
- breathing card
- movement choices
- sensory choices
- calm photos
- first-then board
- visual timetable

Adult Prompting Hierarchy

Adults should gradually reduce support.

Level 1

Adult chooses strategy. "Let's do wall pushes."

Level 2

Adult offers two choices. "Wall pushes or breathing?"

Level 3

Adult asks: "What would help?"

Level 4

Child independently selects. Reinforcement

Praise the process, not simply calm behaviour.

Examples:

"You noticed your body was getting busy."

"You asked for a break before becoming upset."

"You chose your headphones independently."

"You used your breathing to help yourself."

Monitoring Progress

Record:

- Number of incidents reaching crisis.
- Number of successful uses of a regulation strategy.
- Number of independent break requests.

Ability to identify regulation level on the feelings scale.

Time taken to return to a regulated state after early intervention.

The aim is not to eliminate distress but to help the child recognise escalating emotions earlier and use increasingly independent strategies to prevent reaching crisis.

Progress is often gradual, with increased awareness and earlier help-seeking preceding reductions in dysregulated behaviour.