



Sandal Magna Community Academy

Sandal Magna
Community Academy
Behaviour Booklet



Our Guide to Behaviour in School



"The heart & future of the community"

Sandal Magna Community Academy Behaviour Booklet

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What is behaviour?

Behaviour is the way we act or conduct ourselves in different situations. It is important because it affects how we interact with others and how they perceive us. Understanding behaviour can help us to build positive relationships and create a harmonious environment, whether at school, home, or in the community.

Good Behaviour

Good behaviour is characterised by actions that are respectful, responsible, and kind. This includes listening to others, following instructions, and helping those in need. When we demonstrate good behaviour, we contribute to a positive environment where everyone feels valued.

For example, when a student raises their hand to answer a question instead of shouting out, they show respect for their classmates and teacher. Good behaviour can lead to rewards, such as praise or extra privileges, and helps to build a sense of community within our classroom.

Challenging Behaviour

On the other hand, challenging behaviour can disrupt the learning environment and negatively impact the experiences of others. This may include shouting, refusing to follow rules, or being unkind to classmates. Such actions may stem from frustration, a desire for attention, or feeling overwhelmed. For instance, if a student talks over the teacher when they are trying to explain a lesson, it not only distracts their peers but also hinders their own learning. Recognising and addressing challenging behaviour is essential; it allows individuals to understand the consequences of their actions and encourages personal growth.

In conclusion, behaviours can be categorised as good or challenging. By fostering good behaviour and addressing challenges, we can create a better environment for everyone.

Our behaviour team:



Mr C Elliott

Trust Executive

Headteacher, Sandal Magna
Senior DSL



Miss K Dwyer

Year 1 Teacher



Miss H Brook

Year 2 Teacher

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It's good to be green:

- All children begin the day on green.
- Low level behaviour is dealt with by way of a warning from the class teacher or teaching assistant.
- Non-verbal warning.
- Verbal warning.
- Yellow warning: If the problem persists, the child receives a yellow card.
- If no further problems are encountered then the next lesson the child's name is returned to green.
- If a child on yellow continues to misbehave then a red warning can be given and then ultimately the child may be moved to red. Message will be sent home to parents and the child will go to reflection room to fill in a reflection form.
- If behaviour continues the child will be sent to a partner classroom.
- If a child continues to be disruptive in the partner class, they are then sent to either Mr Elliott or Mrs Shepherd.

Green all week:


If your child stays on green all week, they will be entered into a competition to win the chance of receiving a prize on Friday from Mr Elliott which will be drawn in our golden citizen assembly.

Green for the term:

If your child stays on green all term, they will receive a good to be green certificate in assembly.

How am I feeling today?

How am I doing today?

Stage	What is happening to my body?	How do you feel?	What can I do to help me?
 4.			I need to move into a safe space or hid. Dim the lights, reduce noise around me. Give me space and time
 3.	My body is tense, I might go red in the face and breathe faster. I am finding it difficult to listen. My voice is getting louder.	I feel a little out of control or excited. I want to run away as fast as I can! I need to do something calmer.	Take 10 deep breaths. Help me focus on my breathing. I need to walk away and have a break.
 2.	My breathing gets shallow and my heart starts pumping faster.	I feel a little worried or frustrated. I will try to get through this! I need to be careful I do not get overwhelmed.	I need to take a small break. Have a drink or full fill my missing need.
 1.	I am relaxed and my body is calm. My brain is in control. My breathing and heart beat are steady.	I feel good. Completely in control. I'm happy.	I can have fun, smile and enjoy learning and playing.

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Be your best:

Classroom Behaviour Expectations

Sandal Magna Community Academy

Yellow and Red Card System

1. Non-verbal warning - using a look
2. Verbal warning - Reminder to be your best.



Remember to:

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Yellow card

All after warnings

- Out of seat in the classroom
- Disruptive silly behaviour (Shouting out, name calling, ignoring and not following instructions.
- Answering back
- Being unkind to others
- Distracting others from learning
- Not completing work due to poor choices or the quality you expect from them
- Touching without permission



Done at break time at the wall

Red Card

- If the behaviour continues from a yellow
- Physical (Hitting, slapping, fighting, kicking)
- Swearing (In any language)
- Racist comments
- Unsafe behaviour (Throwing things)
- Potentially further sanctions (e.g. suspension) after review with SLT



Done at lunchtime in the reflection room - completing a restorative form.

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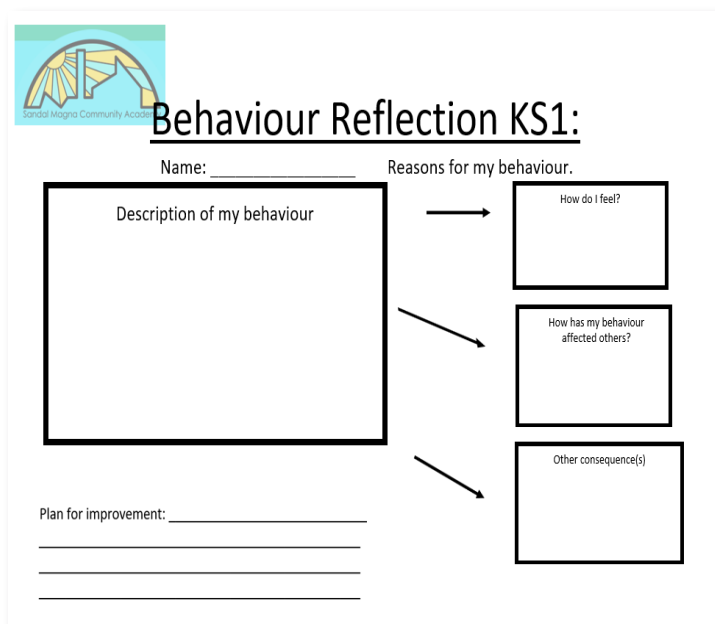
Reflection room


Yellow card – Warning step

- If a child breaks a school rule or shows poor behaviour, they are given a **yellow card**.
- This means they **stand on the wall outside** for a short time (supervised).
- It is a chance to **calm down, think about their choices, and reset** before rejoining the class.
- After this, the teacher talks to the child to help them understand what to do differently next time.

Red card – Reflection Step

- If the behaviour **continues** or is more serious, the child is given a **red card**.
- They will go to the **Reflection Room** to complete a **reflection form**.
- The form helps them **think about what happened, how it made others feel, and what they can do next time**.
- A member of staff discusses the reflection with the child before they return to learning.



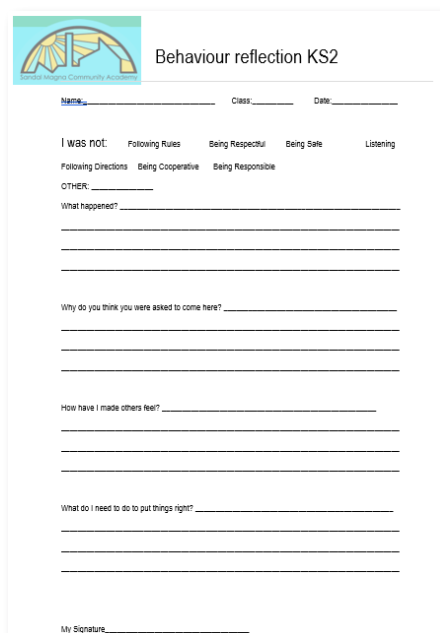
 **Behaviour Reflection KS1:**


Name: _____

Reasons for my behaviour.

Description of my behaviour	→	How do I feel?
	→	How has my behaviour affected others?
	→	Other consequence(s)

Plan for improvement: _____



 **Behaviour reflection KS2**

Name: _____ Class: _____ Date: _____

I WAS NOT: Following Rules Being Respectful Being Safe Listening
Following Directions Being Cooperative Being Responsible

OTHER: _____

What happened? _____

Why do you think you were asked to come here? _____

How have I made others feel? _____

What do I need to do to put things right? _____

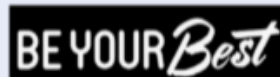
My Signature: _____

OFSTED report

To view our latest OFSTED Report please click the link below

[Our Performance and Ofsted | Sandal Magna Community Academy](#)

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Your family

Family points:

At Sandal Magna Community Academy, we value good behaviour and teamwork among our students. To encourage positive actions, we have a Family Points Reward System! Each week, students will have the opportunity to earn points for their group, which will consist of families assigned at the beginning of the year. This initiative is designed to foster a sense of belonging, cooperation, and good manners.

Every time you make a positive choice, whether it's being kind to a classmate, completing your homework on time, or assisting a teacher, your family earns points. Teachers will keep track of these points every week, and in our assembly on Friday, we will reveal the family with the highest score. The winning group will be rewarded with an extra playtime during Friday afternoon, allowing you to enjoy those sunny moments together while having fun!

Furthermore, we will highlight individual contributions during our assemblies, ensuring everyone is recognised for their efforts. Remember, even small acts of kindness can earn points, so think about how you can contribute to your family and school community. We want everyone to feel appreciated and motivated, so let's make the most of this system!

By working together and supporting one another, we can create a positive environment in our classroom where everyone feels valued. So, let's show each other our best behaviours and compete for those family points! Who will lead the way to victory this week?

Family point groups

Moore

Cook

Brownlee

Stevenson

Bronte

Adams

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Your family

Support for parents:

Here is some useful links to help support behaviour at home.

NHS: [Dealing with child behaviour problems - NHS](#)

Young minds: [Challenging Behaviour | Parents' Guide To Support | YoungMinds](#)

The Challenging Behaviour Foundation: [Getting behaviour support - Challenging Behaviour Foundation](#)

NSPCC: [Positive parenting | NSPCC Learning](#)

Parent talk: [Challenging child behaviour, understand and manage behaviour](#)

Coffee morning dates:

13th November 2025

11th December 2025

15th January 2026

12th February 2026

12th March 2026

23rd April 2026

21st May 2026

18th June 2026

9th July 2026

Behaviour policy:

[Policies | Sandal Magna Community Academy](#)

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