

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES



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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

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 online

This policy complies with our funding agreement and articles of association.

3. Definitions

Our Aims of the Academy:

- To create a calm and happy atmosphere in which children can learn and teachers can teach.
- To set clear expectations of behaviour for the children's safety.

- To enable all children to feel happy, safe, and valued so that they can reach their full potential in their personal development and academic work.
- To maintain a caring attitude to everyone in school so that achievement is celebrated and valued.
- To enable children to develop self-discipline, make the right choices and be responsible for their own behaviour.
- To work with parents and pupils to ensure a consistent and fair approach to behaviour, both in and out of school.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Children can be bullied physically, emotionally, or verbally. This might be from a single person or by a group. We agree that bullying is the persistent targeting of a child or group of children over a period of time as opposed to a one-off incident.

At Sandal Magna, we regard bullying as a very serious matter and take action against it. Please encourage your child to report any incidents to the school staff. It may not be face to face bullying, as the use of the internet now facilitates children sometimes being 'cyber bullied'. Please read our related policy on e-safety.

In school, we work hard to stamp out bullying by:

- Encouraging caring behaviour amongst pupils and staff.
- Providing adequate supervision for all pupils.

If a pupil/s is believed to be the perpetrator of bullying, SLT will decide on an appropriate strategy to deal with the scenario on a case by case basis

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Keep children safe
- Use Trauma Informed Practice to manage a child when in crisis
- When resolving issues, use restorative methods
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- To encourage self-discipline and independence with their children
- To show an interest in all their child does at school
- To form a good relationship with school to support their child
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Keep themselves and others safe
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Our 5 Stage Behaviour Support System

We follow a 'Traffic Light' system to enable the children to have a visual reminder of what is acceptable and unacceptable behaviour. All children begin each lesson on green.

Pre-Stage 1

If a child chooses to break a rule or fails to allow themselves or other children to work to the best of their ability, they will be given a verbal warning (green card is turned vertically.)

Stage 1

If a child continues to break a rule or fails to allow themselves or other children to work to the best of their ability, they will be given a yellow card – this means a loss of 5 minutes playtime in Reflection Room.

Stage 2

If a child chooses to ignore this warning and continues with inappropriate behaviour they will be given a red card and will automatically miss a playtime in Reflection Room.

Stage 3

If the poor behaviour continues the child will be asked to work in another area of the classroom (on their own).

Stage 4

If this behaviour still continues, the child will be sent to another class for a cooling off period.

Class matches are as follows:

Year 1 and Year 5

Year 2 and Year 4

Year 3 and Year 6

Stage 5

This stage is reached when there is persistent inappropriate behaviour after Stage 4 or there is a serious incident. Parents are asked to come to school to meet with Mr Elliott or Mrs Shepherd as soon as possible.

Stages 1 to 5 will ALL be recorded in the child's class behaviour book.

Playtimes and Lunchtimes

Inappropriate behaviour may lead to: -

- A verbal warning reminding children of appropriate behaviour.
- "Time Out" – which may be walking with a member of staff or standing in a separate place instead of playing.
- A child could also miss a playtime or part of a playtime.
- Time inside with Mrs Shepherd or our Parent Support Worker, reflecting on their behaviour in Reflection Room. The child may be asked to draw or write about what has happened, and provide ideas for a resolution.
- If a child enters Reflection Room for a red card three times over the half term then the class teacher is to arrange a meeting with their parents to discuss their behaviour.

At lunchtime persistent unacceptable behaviour or serious incidents will be dealt with by the Headteacher. A letter will be sent to parents and if there is no improvement the child may be excluded from lunch for a period of time. Alternatively, the child may be asked to attend a Reflection Club over lunchtime, or the child's parent/carer might be asked to come into school to help support their child.

Further information about lunchtime procedures can be found in the Lunchtime Policy.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Family points
- Each year collects family points over the term and then the family with the most has an incentive afternoon treat within their family group.
- Good to be Green certificates for children who stay on green all half term and raffle prizes
- Letters or phone calls home to parents
- Special responsibilities/privileges

- Special Mentions assemblies

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Time in Reflection Room to discuss with staff what went wrong and how they can put it right
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to another room to work during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- List the sanctions used by your school for different levels of sexual harassment and violence

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information on our website, <https://www.sandalmagna.co.uk/policies>

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

In the Classroom

Good behaviour in the classroom is achieved by:

- Class Agreement – which is written by the teacher and the children and displayed in the classroom. This is signed by all those in class.
- Rewards for good behaviour.

- Making the right choice – children are helped to make the right choice but if they choose to make the wrong choice an action will be taken as outlined in the behaviour support system.

In Foundation Stage

For our youngest children, a 'Traffic Light-style System' is used. In Reception, everyone starts their session on green smiley face. We use a timeout system to help pupils have time to self-regulate. If a child does something that is not part of the class agreement then they move down the chart to an amber straight face and miss 2 minutes of 'free play' whilst a red sad face means missing 5 minutes of playtime.

For our very youngest children in Nursery, a timer is used in the provision for children who need to have time to sit out and self-regulate.

In Nursery and Reception, the 'Star of the Week' becomes the class leader and helps model correct behaviour for their peers

Absconding (Leaving without permission)

The site will be maintained as securely as possible. Gates will be closed and locked where feasible. Regular headcounts of children will be done, and effective supervision will be given. Children will understand our 'Rewards and Sanctions' to promote good behaviour. Parents will be aware of our policy on behaviour and absconding.

Occasionally, some children are at risk, due to absconding. This is highly unusual. However, if a child leaves a lesson without permission, the child will be monitored and encouraged to re-join the class following the usual approaches within our Behaviour Plan.

If a child goes missing during the school day, initially the school and grounds will be searched systematically and a member of the SLT will be informed. (See point 2 and subsequent points below)

If a child chooses to leave the building, the following steps will be taken;

1. The child will be monitored and followed at a discreet distance, taking into account the child's age, understanding or SEND.
2. A member of the SLT will be informed, without putting the child at further risk.
3. The child's parent will be informed in the event of the child not returning into the school grounds.
4. The police will be notified if the child is not found.
5. There will be appropriate follow up action, once the child is found or has returned to school. The incident will be recorded and the reasons for absconding will be sought.
6. The appropriate sanction will be given.

Individual Risk Assessment

Where there is a foreseeable danger for a certain child, then an Individual Pupil Risk Assessment (IPRA) will be required. This will clearly detail the individual control measures required to reduce the risk of absconding.

A Positive Handling Plan will also be devised to use appropriate de-escalation techniques and Graded and Gradual Holds (Restricted Physical Interventions or RPIs). When a plan is devised, the parent of the child will be informed of this. It must be noted that RPIs will only ever be used as a last resort and will be reasonable, proportionate and necessary to safeguard the child or others. Staff will show respect and take extra care if handling a child with a disability, or SEN.

In the event of a school trip or visit, parents may be asked to accompany the child and take responsibility for them and their behaviour whilst out of school.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and on a regular basis as part of our school's CPD cycle.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Lunchtime policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Our 5 Stage Behaviour Support System

Pre-Stage

If a child chooses to break a rule or fails to allow themselves or other children to work to the best of their ability, they will be given a verbal warning (green card is turned vertically)

Stage 1

If a child continues to break a rule or fails to allow themselves or other children to work to the best of their ability, they will be given a yellow card – this means a loss of 5 minutes play time in Reflection Room.



Stage 2

If a child chooses to ignore this warning and continues with inappropriate behaviour they will be given a red card and will automatically miss a playtime in Reflection Room.



Stage 3

If the poor behaviour continues the child will be asked to work in another area of the classroom (on their own).

Stage 4

If this behaviour still continues, the child will be sent to another class for a cooling off period.

Class matches are as follows:

Year 1 and Year 5

Year 2 and Year 4

Year 3 and Year 6



Stage 5

This stage is reached when there is persistent inappropriate behaviour after Stage 4 or there is a serious incident. Parents are asked to come to school to meet with Mr Elliott as soon as possible.



Appendix 2: staff training log

| TRAINING RECEIVED | DATE COMPLETED | TRAINER / TRAINING ORGANISATION | TRAINER'S SIGNATURE | STAFF MEMBER'S SIGNATURE | SUGGESTED REVIEW DATE |
|-------------------|----------------|---------------------------------|---------------------|--------------------------|-----------------------|
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |



Appendix 3: behaviour log

| | |
|---|--|
| PUPIL'S NAME: | |
| NAME OF STAFF MEMBER REPORTING THE INCIDENT: | |
| DATE: | |
| WHERE DID THE INCIDENT TAKE PLACE? | |
| WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME) | |
| WHAT HAPPENED? | |
| WHO WAS INVOLVED? | |
| WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS? | |
| IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS | |
| PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE): | |

Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____
has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____