



BEHAVIOUR POLICY

School Policy

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School Mandatory Policies	n/a
Trust Mandatory Policies	Safeguarding & Child Protection Policy
Optional School Policies	
External	

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Key Contacts

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Please note this list may be updated by the responsible officer when change arises in the organisation, without the need for committee meeting review/approval.

At Sandfield our Behaviour Policy is based on the work of Paul Dix – When the Adults Change Everything Changes

1. Aims

At Sandfield we believe that using positive recognition ensures that all children feel important, valued and that they belong.

2. Sandfield Behaviour Code



At Sandfield we follow 3 simple rules. All adults children and parents are clear on these rules and they are displayed around the school and in each classroom.
Each classteacher discusses these rules with their class, to ensure that all children are clear on exactly what ready, respectful and safe looks like in their classroom.
These rules are applied with consistency and kindness across the school.

What our behaviour code looks like in the classroom and beyond

Ready – children focused, listening and looking, being ready for learning. Having the correct equipment for the activity that they are doing; home / school reading book, PE kit, pencil case (year 5 + 6)

Respectful – being kind and inclusive to all pupils and adults in school, respecting all differences: ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs. Children being respectful and looking after their property and school property.

Safe - being safe as children move around school, playing with consideration of others, playing with care on play equipment, being “safe” online, (refer to Online Safety Policy)

SANDFIELD BEHAVIOUR EXPECTATIONS

- Kind words
- Kind actions
- Walk away
- Tell an adult



All staff promote positive recognition across the school by use of:

- Meet and Greet - every child is greeted personally by staff on the gate and adults in their class before they start their learning (p 6)
- Recognition Board – for effort not just achievement (p 24)
- Behaviour Code – Ready, Respectful and Safe (p 168)
- Use of deliberate calm voice - (p 98)
- Sending children to other adults to share their work, based on effort and going above and beyond
- Weekly Celebration assemblies to recognise those children that go above and beyond

(page references refer to Paul Dix’s book)

How Adults Behave

- Consistent, calm, kind adult behaviour (adults modelling behaviour expectations). Adults will apply the same expected standards of behaviour across all children in a class, regardless of gender, race, religion or belief, sex or sexuality in line with the Equality Act 2010
- Adults being in control of their emotions before reacting to a situation
- Use of calm voice at all times
- First attention for best conduct – children going above and beyond (p69)
- Instil a “can do” attitude that all children can aspire to
- Give children space to reflect on their behaviour – use of walk and talk (p63)
- Use of different ways of encouraging children to feel safe (Appendix 1 - p91)

Adult Strategies to Use for Those Children who Need to Follow the Behaviour Code

- Use a quiet word, a private reminder with children who are struggling to follow the expectations in the classroom (no public shaming)
- Talk to children for two minutes at the end of a lesson, if adults need to remind children of the expectation/rule that they need to follow and why
- If a child has not done the expected amount of work for them - they will spend two minutes completing that task during break or at the beginning of lunchtime
- Use of a **30 second script** to remind children to follow the behaviour code (p 94 – see below)

I notice that you are struggling to ...

You have chosen to

It was the rule about that you broke

This is what/ who I need to see today

Thank you for listening

Use of the Restorative 5 – to help pupils understand their behaviour and how it impacts others (p128)

See Appendix 2

1. What happened?
2. What were you thinking about at the time?
3. What have you thought since?
4. Who has been affected and how did it make people feel?
5. What should you do to put things right?
6. How can you do things differently in the future?

What Happens if Children Need More?

Step 1

When adults have tried the 30 second script and the child repeats the same behaviour, it is helpful to move that child away to another space within the classroom. This could be a "reflection space," to think about how they should behave. Reflect with the child, what element of ready, respectful and safe they need to think about. This gives the pupil some time out to calm and hopefully think about what has happened and what needs to change.

This can be done discretely, so we avoid any public shaming. "let's come and sit over here, have some time out to calm and think about" "This is what I need to see you doing....." "I know that you can do this. I have seen you"

Step 2

If behaviour continues into the next lesson, then they will move to the shared area within sight of the classteacher. It is helpful that these children have a sand timer with them, so then they can return to the classroom at the end of the time. It is important that the restorative conversation happens with their class teacher at the earliest opportunity.

If the behaviour is still occurring, classteachers need to let a member of the inclusion team know (Headteacher (HT), Deputy Headteacher (DHT), Special Educational Needs Co-ordinator (SENCO) + Home School Link Worker) to discuss the needs of the child and put in place bespoke strategies to support the child's behaviour.

3. Behaviour Plan

We recognise that some children may need additional support to manage their behaviour. This can be linked to a range of factors both in and out of school. At times, teachers will meet with parents/carers and their child to create an Individual Behaviour Plan. These plans should be reviewed every six weeks (half term) and will be withdrawn when sustained improvement is seen. (see Appendix 3 - Example Behaviour plan). These plans are written with advice from an inclusion team member and shared with the child, their family and all staff working with the child. The key is consistency.

Working Positively with Families

Families are encouraged to share circumstances with staff that they know will / could have an impact on their child's behaviour: death of a pet or loved one, discord within the family, anxiety issues or medical needs. These dialogues can either occur on the gate in the morning, as the gate is always manned by SLT and office staff or online through studybugs or using the family messaging function on Seesaw.

Pupils with SEN(D)

All children will follow Ready, Respectful and Safe Behaviour Code. There are some children who might need a written behaviour plan identifying the particular measures that are in place. This would be copied to the child/ parents, staff and outside agencies.

For some children, further Social, Emotional and Mental Health strategies can be found in their Send Surrey Support Arrangements or Education Health Care plan.

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.

When a Behaviour Plan doesn't work

If the child's behaviour has not improved, the steps above have been followed and all reasonable adjustments are in place, a fixed term exclusion or permanent exclusion can be considered.

Violent Behaviour

If a child exhibits behaviour, with intent to harm, that puts themselves, other children or school adults at risk of physical harm, a fixed term exclusion/ suspension or a permanent exclusion/ expulsion can be considered, without moving through the behaviour plan process outlined above.

Power to use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils from injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The School's Policy and Guidance for the use of positive touch and restrictive physical intervention provides further advice and clear guidelines for all staff. (Touch Policy and Sandfield Restrictive Intervention Policy)

Confiscation

Any prohibited items 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. (DfE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018)

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

4. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. The child will work with the HSLW to understand why the pupil made that malicious allegation and restorative work will be undertaken. An internal exclusion may well be given, so the pupil has dedicated time to reflect on their behaviour and the impact of their behaviour on others.

Please refer to our ***safeguarding policy/statement of procedures for dealing with allegations of abuse against staff*** for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

5. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) during the second half of the summer term. In addition, staff members hold transition meetings to discuss the needs of the class before the new academic year. If relevant and 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

6. Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents/ carers. Working in partnership is key in supporting pupils to improve and reflect upon their behaviour so that they can then make good choices. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response (see Individual Behaviour Plan above)

The school will communicate policy and expectations to parents. The child's class teacher, as well as the Inclusion Team, will be available to work alongside parents and children who are struggling to manage their behaviour either at home or in school.

Our Home/School Agreement will be sent out when a child joins the school to ensure all parents/carers and pupils are clear on the school's expectations of behaviour. This document is available on the school website.

(<https://docs.google.com/forms/d/e/1FAIpQLSd376axHNfu4AqN5gryjTclHgk06rjOkodTP8tBW7nCgHZLKg/formResponse>)

7. Exclusions

Internal Exclusions

At times it may be necessary to implement an internal exclusion for a child. This will only be implemented where a child's behaviour is in breach of the Behaviour Code. During the exclusion, the child will work away from their class either for a whole or half a day. They will be supervised by a member of staff during the internal exclusion and will be required to complete work set by the classteacher. The inclusion team will discuss the child's behaviour and ensure a behaviour plan is in place to support the pupil moving forward. Parents/carers will be informed about internal exclusions and a restorative conversation will take place with the child about acceptable behaviour in the future. Parents/carers will be aware of the behaviour plan and support in place for their child to manage their behaviour.

Fixed Term Exclusion/suspensions

In some situations, it may be necessary for the Headteacher to exclude a child if the child's behaviour is in serious breach of the behaviour code, persistent breaches of the behaviour policy have occurred and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil

or others in school. The Headteacher will always seek information to ensure that reasonable adjustments were in place for children with additional needs before making the decision to implement a fixed term exclusion. The Headteacher will discuss the fixed term exclusion / suspension with the inclusion team to ensure parents will always be contacted and the reason for the fixed term exclusion will be discussed. The fixed term exclusion / suspension will be reported to the local authority and Chair of Governors at Sandfield. On the child's return to school from fixed term exclusion, a date and time will be set for the pupil and parents to meet with the classteacher and headteacher to discuss and document the way forward, updating their behaviour plan as a result.

A pupil could be given a fixed term exclusion / suspension, if the child displays severe breaches of the behaviour policy, but has just arrived at school with no previous information about the child and their needs. With the knowledge that the school has, all reasonable adjustments will have been made. During this suspension period, the inclusion team will work with previous settings and outside agencies to ensure they have gathered the information they need to support the child. The headteacher will also seek advice from Surrey County Council's Specialist Teachers for Inclusive practice. A behaviour plan and /or SEND plan will then be written to support the child and their family moving forward. This will be discussed with the family concerned to ensure that school and home are working in partnership.

Criteria for a suspension (fixed-term exclusion) and permanent exclusion

The following table assumes that the school and adults working within the class have used all their strategies and advice from co-professionals to make reasonable adaptations for the child in the context of a mainstream school.

Behaviours that could lead to a suspension (fixed-term exclusion)

1. Repeated swearing or using obscene language/BSL signs to staff and/or pupil.
2. Repeated violent behaviour leading to the injury of another pupil and/or member of staff.
3. Repeated behaviour where there is a loss of control leading to trashing a classroom/area of the school which then has an impact on the learning of the other pupils.
4. Repeated use of racial abuse.
5. Repeated and prolonged low-level disruption and/or defiance and refusal to comply that has a negative impact upon the learning of pupils and upon the ability of the adult to teach a lesson or on senior leaders to run the school.
6. Intimidating, threatening and/or aggressive behaviour and/or words/BSL signs towards another pupil or member of staff.
7. A pupil putting him/herself/themselves in danger either in school or when attending an off-site activity.
8. A pupil using behaviour that is putting another pupil or member of staff in danger when in school or when attending an off-site activity.
9. Pupils can be excluded for behaviour outside school. This may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute.
10. Cyber-bullying which takes place in or out of school may also lead to an exclusion.
11. Serious incidents that are in breach of the Online Safety Policy
12. Repeated inappropriate and/or harmful sexualised behaviour* towards a member of staff and/or another pupil.
13. Repeated inappropriate and harmful sexualised* online activity.

* The DfE definition of harmful sexual behaviour: "Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult"

Permanent Exclusion/expulsions

On rare occasions behaviour can be so serious as to warrant a permanent exclusion. It will be extremely rare but is a necessary final sanction. Permanent exclusion would only occur when all interventions for support have been exhausted and staff believe that Sandfield Primary School is unable to further meet the pupil's needs. The school will follow the latest DfE guidance for [Exclusion from maintained schools, academies and pupil referral unit in England, September 2017](#). Annex A and B will be adhered to and the Headteacher and governors will complete the Learning Partners Permanent exclusion checklist for headteachers and governing boards. (March 2019). The school will also be in close contact throughout this process with the Learning Partners head office allocated staff member, who leads on exclusions, to discuss due process and actions that arise. The headteacher will also seek advice from Surrey County Council's Specialist Teachers for Inclusive practice.

Behaviours that could lead to a permanent exclusion

NB - A decision to exclude a pupil permanently will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or other people within the school.

This might include:

1. Bringing a weapon into school.
2. Bringing prohibited drugs into school.
3. Behaviour resulting in a serious injury or violation to a member of staff and/or another pupil.

8. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of a planned training programme for all staff.

Behaviour management will also form part of continuing professional development.

An electronic staff training log is kept in personnel and every other member of staff has an individual electronic CPD file, noting training taken and training needed.

9. It is expected that the Governing Body will:

Support the school in its efforts to address issues related to behaviour management and they will regularly monitor and evaluate the impact and consistency of the Behaviour Policy. The governors will ensure that arrangements are made to safeguard and promote the welfare of all children.

10. COVID-19 Amendments

Any pupil who commits serious or persistent breach of the new Covid-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Appendix 1 - Use of different ways of encouraging children to feel safe (Paul Dix – After the adults have changed - p91)

How's it going - fancy a walk?	Tell me more about what's going on. Help me to understand.
I've noticed you are struggling today. How can I help?	What can I do to help you right now?
You talk. I'll listen.	It's OK. Come and talk to me when you're ready.
Let's put the kettle on.	We're here when you're ready.
Take some time - I'm here when you're ready to talk.	Can you tell me a bit more? Then we can work it out together.
You're stronger than you know. You've got this.	I can tell you're not feeling it today. What can I do to help you?
I can see that you're struggling and I'm proud of you for pushing through this.	Whatever you're feeling right now, it's OK. Setbacks are temporary but you will remain. And you're capable of anything.
What would you like to see happen now?	How could we overcome this?
Take your time, take a breath and tell me one small thing that is bothering you.	[Touch on the shoulder] Are you OK?
What's been on your mind?	That sounds really hard. I'm here to listen if you want to talk about it.
I'm listening - what can I do to help?	How can we get through this?

It's OK, I've got you. It'll be OK ...	I remember the other day when you ... It was incredible.
I'm here for you.	How can we sort this out together?
It's OK to feel this way. Let's talk more about it and put a plan together.	I see you. You matter.
How about we go outside and talk for a bit?	You have so much to contribute. I really appreciate you being here.
I believe in you.	What happened?
You can turn this around.	I'm sorry you're upset. When you're ready, let me know what's going on and I will help you.
You're doing amazingly. I see your efforts.	I'm not going to say I know exactly how you feel. I will say that you are allowed to feel how you feel, and I'm here if you want to talk about it.
I care.	I'm listening.
Tell me your worries. Let me help you get to the other side.	Tears are OK. I'm comfortable with tears.
Let's break it down into small steps.	Regulate with a walk or practical activity, then come back to the situation when you're ready.

Choices Think Sheet

Name: _____ Date: _____

REASONS FOR MY CHOICE

How were you feeling?

What were you thinking?

What did you want?

WHAT CHOICE DID YOU MAKE?

CONSEQUENCES OF MY CHOICE

How are you feeling now?

How did your behavior hurt others?

How did your behavior hurt you?

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graph TD; R1[How were you feeling?] --> C[WHAT CHOICE DID YOU MAKE?]; R2[What were you thinking?] --> C; R3[What did you want?] --> C; C --> C1[How are you feeling now?]; C --> C2[How did your behavior hurt others?]; C --> C3[How did your behavior hurt you?];
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Appendix 3 – Example of Individual Behaviour Plan -

Behaviour Levels	Staff Attitudes/ Approaches
<p>What does calm look like?</p> <ul style="list-style-type: none"> - E.g. able to listen and follow a simple instruction 	<p>What works to keep behaviour calm?</p> <ul style="list-style-type: none"> · E.g. using visuals <p>What doesn't work?</p> <ul style="list-style-type: none"> · Demands or change in approach
<p>1. Anxiety</p> <p>(a change in behaviour)</p> <ul style="list-style-type: none"> · 	<p>1. Supportive/ chatty</p> <p>(an empathetic, non-judgmental approach)</p> <ul style="list-style-type: none"> ·
<p>2. Defensive</p> <p>(beginning to lose rationality)</p>	<p>2. Directive</p> <p>(decelerating an escalating behaviour)</p> <p>What doesn't work?</p>
<p>3. Risk</p> <p>(behaviour that presents an imminent or immediate risk to self or others)</p>	<p>3. Physical Intervention</p> <p>(disengagement and or holding skills to manage risk behaviour)</p> <p>What doesn't work?</p>
<p>4. Tension Reduction</p> <p>(decrease in physical and emotional energy)</p>	<p>4. Therapeutic Rapport</p> <p>(re-establish communication)</p>