



BEHAVIOUR MANAGEMENT POLICY

SANDON PRIMARY ACADEMY

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Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- 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

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](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- 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

Academy Ethos

- All children know and understand the Academy motto:
'Respect for self, respect for others, responsibility for actions'
- All children should feel safe and know to inform an adult if there are situations within the Academy where they do not feel safe
- All children are given opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- There is a culture of mutual respect; all staff speak to children in a respectful, appropriate tone except in circumstances in which a child is at risk of harm.
- The Academy seeks to create a learning environment that is positive, nurturing and caring, where children feel safe, secure and valued

Practice

At Sandon Primary Academy we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, gender, disability, special educational needs or socio economic background. The school behaviour policy must be understood by all members of the school community. Pupils are to recognise the key principle that all behaviour has both positive and negative consequences and that staff will support them to make the appropriate choices. The Academy seeks to create a learning environment that is positive, nurturing and caring, where children feel safe, secure and valued

All professionals are both encouraged and supported to provide high quality teaching within a supportive and stimulating learning environment, which enables children to develop positive views of themselves as lifelong learners. Professionals also promote positive attitudes towards attendance and punctuality and attitudes towards personal safety, health and hygiene. All members of the academy community are provided with opportunities to set high standards for personal behaviour and self-discipline, with consideration, courtesy and respect for other people of all ages, races and cultures.

Strong home links ensure that parents or careers are aware of their children's achievements within the academy, alongside incidents of misbehaviour being shared too.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- A negative attitude to learning, support or towards adults and other children
- Refusal to complete work set
- Speaking inappropriately to others
- Not following reasonable instructions at the first time of asking

Serious misbehaviour is defined as:

- Repeated incidents of misbehaviour (outlined above)
- Verbal or physical assault towards children or adults
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Discriminatory behaviour
- Possession of any prohibited items. Including but not limited to:
 - Knives or weapons
 - Stolen items
 - Fireworks
 - Inappropriate 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)

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 behavior that is:

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

Bullying can include but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

Roles and responsibilities

Governance

Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal

The Principal (alongside Senior Leaders) is responsible for reviewing and approving this behaviour policy. The Principal 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour in the building and beyond
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Seeking support from the senior leadership team and/or SENDco should there be repeated incidents
- Recording behaviour incidents – these are stored CPOMs

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

Parents

Parents are expected to:

- Support their child in adhering to the academy's behaviour policy
- Praise children for positive behaviour and celebrate their successes
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly and in person
- When necessary, meet with members of the senior leadership team

Behaviour in Key Stage 1 and 2

Managing behaviour across the Academy is rooted in gaining and maintaining mutual respect across the school community: pupil-pupil, pupil-professional and parent-professional. Pupils use the concept of being Sandon Rock with the focus on the following sayings as reminders;

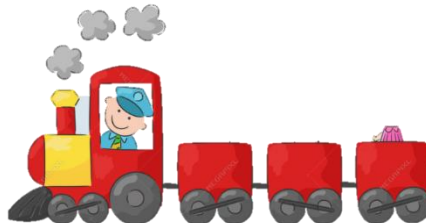
- Learn to be happy, before you're happy to learn
- A smile is the prettiest thing you can wear
- Single file, with a smile
- It's nice to be nice
- You sit smart, you work smart
- Only the best is good enough
- Don't walk by, report it

Rewards and sanctions

Behaviour in Foundation Stage – Nursery & Reception



Children are on the Sandon Train, following instructions and behaving well.



Children are taken off the Sandon Train when not following instructions or behaving well.

e.g. Not lining up
Not listening



Reward for great behaviour, they get to be the driver of the Sandon Train

Well done!

Reward Scheme

- A daily piece of Sandon Rock is given out to the chosen Train Driver.
- The child with the most Dojo points at the end of the week, receives a certificate and a book to take home.
- The chosen Dojo and Train driver winner, is then rewarded by allowing extra time on one of our enrichment activities. E.g. bouncy pillow, Zip Wire, Library Bus or Extra Play

Across KS1 and KS2 positive behaviour will be rewarded with:

- Praise- verbal, immediate and often
- Class Dojo - an electronic reward system used by all staff where children and classes can accumulate points to exchange for prizes
- Stickers for achievement in learning

- Praise via the website, social media pages or dojo app
- Teacher's award certificate- handed out weekly (to one winner per class) in assembly and a reading book chosen from the vending machines
- Dojo winner – pupil with the highest number of points is awarded a certificate and entered into the termly grand prize raffle
- Stickers from the Principal / Vice Principal

Where there is misbehaviour the following steps will be taken:

- Speak to the child
- Strategies formulated for improvement
- Time out from current activity
- Misbehaviour would result in a yellow card, a loss of privilege and to be spoken to by a member of SLT
- Serious misbehaviour would result in a red card, to be spoken to by the headteacher and an appropriate consequence given
- Informal meeting/Dojo message/conversation with parents.

Where there are repeated incidents of misbehaviour the following steps will be taken:



A close dialogue will be kept with parents for any children needing this staged approach; parents will be updated with any improvements to behaviour, as well as any need for further intervention.

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.

Behaviour management

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 class contract and the behaviour chart
- 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

Physical restraint

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

- Causing disorder and/or refusing support to co-regulate/self-regulate
- 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

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 parents after discussion with senior leaders if appropriate.

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 maybe 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. At Sandon Primary Academy, we also recognise that sometimes children behave in response to trauma.

We:

- Approach with empathy
- Are committed to building trust and relationships
- Connect with the whole family
- Support children to build resilience and the skills that are a struggle for them, and include them in the process
- Connect with external agencies and seek further advice when needed

Behaviour management forms part of continuing professional development and is minuted where necessary in staff meetings and briefings.

Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Trustees at least annually. At each review, the policy will be approved by the Principal.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND policy
- Use of reasonable force policy