



Diocese of Norwich  
Education and  
Academies Trust

# Sandringham Federation Church of England Primary Academies

## Behaviour Policy

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| <b>Policy Type:</b>         | School Level Policy   |
| <b>Approved By:</b>         | Executive Headteacher |
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## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Managing behaviour
6. Prevention strategies, interventions, and sanctions for unacceptable behaviour
7. Sexual abuse and discrimination
8. Smoking and controlled substances
9. Prohibited items, searching pupils and confiscation
10. Effective classroom management
11. Behaviour outside of school premises
12. Data collection and behaviour evaluation
13. Monitoring and review

### **Appendices**

- A. Behaviour Contract
- B. Behaviour Management Observations Review Form

## **Ready, Respectful, Safe.**

At Sandringham Federation we work together in a Christian community to be ready to learn, respectful of everyone and safe to flourish. Together we strive to be the best we can be by aspiring for excellence in every aspect of our lives and by caring for our friends, community and planet.

### **Statement of intent**

Sandringham Federation Primary Academies believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. All School Rules are based on 3 core principles:

### **READY, RESPECTFUL, SAFE**

#### **Through these 3 rules we will be able to**

- Promote desired behaviour.
- Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensure equality and fair treatment for all.
- Praise and reward good behaviour.
- Challenge and discipline misbehaviour.
- Provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encourage positive relationships with parents.
- Develop positive relationships with pupils to enable early intervention.
- Share approaches which involve pupils in the implementation of the school's policy and associated procedures.
- Promote a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

We also recognise that within any response to behaviour the causes are often complex and can involve challenging behaviour from all parties involved.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including

leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

## **2. Roles and responsibilities**

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENDCO.

- Headteacher.
- Deputy Head
- Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

We use a 3 level approach whereby “Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SMT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SMT and the headteacher will review staff training needs at least annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

#### **5. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

All Staff record reported incidents in the behaviour log which is monitored by the SLT to help identify pupils whose behaviour may indicate potential mental health or SEND problems. The log is also monitored to check for any trends or triggers.

The head, DSL and deputy head will have access to all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

### **3 Level Behaviour at Sandringham Federation CE Primary Academies**

The following outlines 3 levels of unacceptable behaviour and broadly suggests how these types of behaviour might be dealt with. Other strategies may be used at the Headteacher's/SMT's discretion.

Some children will need to use 'Turtle' from Paths, 'Traffic Lights' or tailored Calming Techniques and need time to calm down before behaviours can be dealt with.

#### **Level 1-Reminder**

**Misbehaviour(Low-level unacceptable behaviour)that can be effectively managed within a classroom environment by the class teacher or TA**

- **REMINDER** - Pupils are reminded of the behaviour expected of them READY, RESPECTFUL, SAFE
- **CAUTION** - PRIVATELY Teacher gives pupil a CAUTION and reminds pupil to 'Think carefully about your next step'. During this pupil is made aware of their behaviour and the consequences if they continue.
- **LAST CHANCE** – pupil spoken to privately and given last chance to engage. Teacher uses a 30 second intervention where past examples of good behaviour are used. Pupil asked to stay behind at break or lunch for 2 minutes.(Take up time for a conversation)
- **TIME OUT** – A short time, just a few minutes, in a 'thinking spot' to allow the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves.
- **REPAIR** – This might be a quick chat at break or a more formal time when a behaviour problem solving sheet is used.

Teachers may use but are not restricted to the following -

- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Parents/Carers may be involved in an informal way at this point.
- Behaviour may be noted in the behaviour log on Pupil Asset.

#### **Level 2-Unacceptable**

**Persistent low-level unacceptable behaviour may result in the involvement of the Senior Leadership Team, Deputy Head or the Headteacher.**

- Strategies as for level 1
- Pupils are informed that their behaviour is unacceptable and must change.
- Pupils may be asked to complete a behaviour problem solving sheet or complete a task as per above..

- Teachers will deal with the matter using a variety of positive behaviour management techniques / behaviour strategies, appropriate to the individual and situation.
- Incidents will be logged using Location, Time, Antecedent, Behaviour and Consequence.
- Take up time(a conversation) will be used and where necessary this may be followed by loss of break or lunchtime play.
- Parents/Carers will be contacted and a behaviour plan may be suggested(PSP or Risk Assessment Plan)by the SMT if the behaviour is ongoing.
- Behaviour may be monitored on a daily/weekly basis.
- Intervention to support the child may be put in place.

### **Level 3-Serious**

**Very serious misbehaviour, or persistent level two misbehaviour, will result in the formal involvement of the Deputy Headl or the Headteacher.**

- Pupils are informed that their misbehaviour is serious and must stop.
- Parents are informed.
- Detention will be used and where necessary this may result in loss of a number of break or lunchtime play times.
- The pupil may be taught out of class with an adult.
- Headteacher speaks to the child about behaviour, parents are informed and a formal meeting will be arranged with parents/carers to discuss possible solutions to this problem.
- An Individual Behaviour Plan or contract(PSP)is set up.
- Intervention to support the child may be put in place.
- SMT and Staff will meet to discuss how to support the child and family.
- If the issue remains unresolved and the behaviour continues the final procedure may be suspension or exclusion . This is a last resort and only used in exceptional circumstances.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget. Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff. The pupil should be accompanied by an adult.
- The Head or Deputy Head investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the Head or Deputy Head deems the incident to be unacceptable behaviour, they will record the incident, and record it on the pupil's [Behaviour Contract](#) if they have one. The behaviour will also be recorded on the pupil's permanent record.

- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the Deputy Head will determine the period the pupil will be removed from the classroom, as well as any detention time.
- The Deputy head or Headteacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **6. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

## **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SMT are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards or contracts
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

## **Exclusion from a School Trip**

School must consider whether it is "reasonable and necessary" to prevent a pupil from coming on a trip to ensure the safety of the pupil and the other pupils attending.

The DfE states:

- All schools and colleges must safeguard and promote the welfare of children
- The school must take reasonable steps to ensure that staff and pupils' health and safety isn't at risk. The school must minimise risks, using a risk assessment.

This risk assessment may be written or take the form of a discussion with the parent/carer.

If the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included. The risk assessment may suggest a parent or carer attends the trip to ensure the safety of the pupil and of others.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

## **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive

reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson and walking quietly around school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Using the zones of regulation
- use of a personal visual timetable with a first, next and then board
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.

- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

### **Physical intervention**

In line with the school’s Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher or head of school and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion(suspension) in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Where a pupil is known to present a risk, staff will receive the appropriate training through STEP ON.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption

- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

#### **Detentions(loss of play time or lunchtime play)**

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

## **7. Sexual abuse and discrimination**

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child/peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **8. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **9. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Knives and weapons.

- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes

- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## **10. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct.

All School Rules are based on 3 core principles:

### **READY, RESPECTFUL, SAFE**

Relentless routines will be applied in classes and throughout school to make expectations clear to learners.

Classroom rules and Sanctions are drawn up with each class at the beginning of the new school year, and are based upon being 'Ready, Respectful and Safe.' Examples that link to these rules may include:

- we understand it is alright to make mistakes because we can learn from them;
- we are kind and friendly;
- we try our best at work and play;
- we walk quietly and sensibly in school;
- we keep safe and sensible;
- we take care of one another;
- we look after our school and everything in it;
- we speak and listen at the right times;
- we use appropriate voices in school to maintain a working atmosphere.

Ready, Respectful and Safe is displayed clearly in the classroom and referred to in relation to these principles regularly.

Playground Rules, support our **READY, RESPECTFUL, SAFE** principles and reflect the following positive messages:

- we play together and look after one another;
- we respect the grown-ups on duty;
- we play sensibly with our playground toys and look after them;
- we stand still when we hear the whistle and on the second whistle walk quietly to our lines/classroom;
- we put our litter in the bin.

### **Absolute Consistencies**

There are 8 consistencies that all staff will uphold in the school.

At SANDRINGHAM FEDERATION Primary Academy adults will:

1. **Model positive behaviours.**
2. **Actively greet** all learners as they enter the learning area.
3. Highlight and praise expected and positive behaviours each day in class through a **Recognition Board/Marvellous Me**
4. **Will not shout.**
5. Will **deal with poor behaviour privately** (PIP(praise in public) and RIP(reprimand in private) - there will be no use of warning charts in the classroom).
6. **Follow up every time**, personally and engage in reflective/restorative dialogue with pupils(take up time).
7. **Complete behaviour logs**, , depending on the level of incident.
8. Not make negative comments or question children who are sat out of class for calming down time by another adult.

### **Example Strategies Children Use to build resilience**

#### **PATHs – Turtle and Traffic Lights.**

We use our Paths problem solving strategies such as Turtle and Traffic Lights when we begin to feel uncomfortable feelings.

#### **Peer Mediation**

Year 6 buddies support our new Reception children as they start school.

### **Other strategies to promote positive behaviour**

Key principles of the Paul Dix “ when the Adults Change the Behaviour Changes” are adopted by staff to support positive behaviour choices. Staff worked together to create the Behaviour Blueprint.

### **Incentives to Positive Behaviour (rewards)**

At Sandringham Federation Primary if a child successfully applies the rules this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- a calm working atmosphere where all are valued;
- warm relationships;
- a stimulating curriculum;
- positive role models;
- meaningful and positive emotional support.

However, to scaffold to intrinsic reward an individual class/group may need an additional approach. Children are always made aware of the reason for awards. To ensure every child has the opportunity to experience success, there are a variety of options; which can depend on age, need or pupil choice. They are designed to be inclusive.

In recognition of a particular task or behaviour pupils may share their success with others to show pride in the progress they have made, for example with:

- the class;
- the head teacher;
- a chosen adult;
- parents /carers;
- the whole school.

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.

- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, stickers, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Activities for a whole-class or year group

#### **Disincentives to Negative Behaviour (sanction/consequences)**

If a child breaks any of the agreed rules there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is also our belief that such boundaries make children feel safe. It is important to remember at all times to criticise and target the behaviour, and not the child.

#### **Example of the whole school response to negative behaviour**

If a child is exhibiting low level misbehaviour, we follow a mediation for resolving such conflicts;

1. All children involved need to get together with an adult or Peer mediator.
2. Children should agree what happened during the incident.
3. Children should share their feelings with each other about how they felt during the incident.
4. Children should suggest ways of solving the problem and 'repairing' these feelings, including an apology, and suggesting ways to avoid a similar situation occurring in the future.

#### **Classroom rules and routines**

**All adults recognise and understand the importance of making expectations clear throughout the day and across the year.**

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

**The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.

- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

## **11. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing a school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **12. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data from classroom logs including on removal from the classroom, harassment and bullying
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored ½ termly or more regularly if necessary and objectively analysed half termly by the headteacher and the SMT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **13. Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead(Deputy Head) on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2023.

## Behaviour Contract

### Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

#### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**To prevent my challenging behaviour, I can:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



When I demonstrate challenging behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



These are the consequences if I don't meet my goals:

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These are the rewards if I meet my goals:



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My contract will be reviewed on

Teacher/Parent/Pupil

signature:

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## Behaviour Management Observations Review Form

|                           |  |                   |  |
|---------------------------|--|-------------------|--|
| <b>Name of pupil</b>      |  | <b>Year group</b> |  |
| <b>Name of key worker</b> |  | <b>Date</b>       |  |

**Do there appear to be any patterns triggering the pupil's behaviour?**

**Are our existing management systems effective?**

**What achievable targets could we implement for the pupil to work towards?**

**What are the pupil's strengths?**

**What strategies could we implement to help the pupil achieve their targets?**

**Additional comments**

