



Behaviour policy and statement of behaviour principles

Nurture Grow Succeed

Rationale

We believe that for effective learning to take place, it is essential that the children are in a happy, secure, caring and ordered environment. We therefore promote values of mutual respect, self-discipline and social responsibility. We expect all pupils to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying, discrimination and hateful behaviour

Our policy is inspired by the work of Paul Dix and his book 'When the adults change, everything changes. Seismic shifts in school behaviour'. At Sandal, we understand that persistent hard work, building strong relationships and consistency of approach are the cornerstones to sustaining behavioural change.

"The truth is that there is no alternative to hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.....Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important."

Paul Dix, Behaviour specialist

At Sandal Primary School we aim to promote positive attitudes and respect through our three core behaviour values:

Ready, Respectful, Safe.

- We are ready to learn
- We are respectful to each other and school property
- We keep ourselves safe in and out of school and online. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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 must publish their behaviour policy online

Definitions

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 (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
- Racist, sexist, hateful, homophobic or discriminatory behaviour
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to cause personal injury to, or damage the property of any person (including the pupil) including but not limited to knives, sharp objects, mobile phones and harmful liquids and medicines.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

<https://sandalprimaryschool.co.uk/download/anti-bullying-policy-2020/>

Roles and responsibilities

The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the head teacher
- Monitoring the policy's effectiveness
- Holding the head teacher to account for its implementation

The head teacher

The head teacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly onto CPOMS. Any Amber or Red card incidents must be recorded on CPOMS stating where, when and what happened. All people involved must be listed and any actions (including sanctions) must be recorded together with any follow up action required and people who have been informed of the incident (staff, governors, parents, police).
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should display at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Mobile phones

Children are not allowed to bring mobile phones into school. Any phone found in school will be confiscated and a parent or carer will need to collect from the head teacher.

Responding to behaviour

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display Sandal's three core behaviour values
- Develop a positive relationship with pupils, which includes:
 - 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

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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

<https://sandalprimaryschool.co.uk/download/child-protection-safeguarding-policy-2021/>

Responding to good behaviour

Positive Behaviour Management

To encourage responsibility for their own good behaviour, there are a series of rewards in place.

The House Point System

Any teacher or member of our support staff can award a house point to any pupil for showing initiative, hard work, effort, responsibility or any other positive learning behaviour that links to Sandal's Roots of Learning (Appendix 2). House points will be recorded by the pupil's teacher (House chart and individual charts) and certificates awarded at key points.

KS1/KS2 Years 1-6

Good to be Green & Good to be Gold: Every child begins each day on green. There is an expectation that all children behave well and follow the school rules and therefore remain on green throughout the day/session. Pupils who are consistently on green will receive a Good to be Green sticker and moved to Good to be Gold at the teacher's discretion (Appendix 3).

Good to be Gold: This is to reward consistently good behaviour or outstanding behaviour linked to the Sandal Roots of Learning (Appendix 2). Rewards include:

- Postcards home (sent to the individual pupil)
- Privilege Card e.g. afternoon tea with the headteacher, an activity with a teaching assistant
- Weekly certificates for Sandal Star and Sandal Great Learner
- Golden coins awarded by members of SLT. These coins are presented to individual children, who then take them to their class to put towards a whole class reward.
- Headteacher/Deputy Headteacher awards

Timetable

Every school day is separated into distinct sessions:

- Classroom morning session
- Classroom afternoon session
- Playtime
- Lunchtime

After each session, the behaviour cards are returned to the class teacher/member of staff and all children begin again on 'Good to be Green'.

EYFS Nursery and Reception

Sunshine and Rainbow: Every child begins each day/session on Sunshine. There is an expectation that all children behave well and follow the school rules and therefore remain on the sunshine step throughout the day/session. Pupils who are consistently on the sunshine step will receive a sticker and will be moved to the rainbow step at the teacher's discretion. Children will receive a house point when moved to the rainbow step. (Appendix 4).

Pot of Gold: This is to reward consistently good behaviour or outstanding behaviour linked to the Sandal Roots of Learning (Appendix 2). Children will be moved from the rainbow step at the teacher's discretion. Rewards include:

- Postcards home (sent to the individual pupil)
- Privilege Card e.g. afternoon tea with the headteacher, an activity with a teaching assistant
- Weekly certificates for Sandal Star and Sandal Great Learner
- Golden coins awarded by members of SLT. These coins are presented to individual children, who then take them to their class to put towards a whole class reward.
- Headteacher/Deputy Headteacher awards

Timetable

Every school day is separated into distinct sessions:

- Classroom morning session
- Classroom afternoon session
- Playtime
- Lunchtime

After each session, all children begin again on the 'Sunshine' step.'

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future, engaging restorative practice to help create positive outcomes from negative behaviour.

The school uses the 'Good to be Green' system together with the 'Sunshine' system (EYFS) which details clearly our response to misbehaviour (Appendix 3/4).

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Behaviour Sanctions

KS1/KS2 Years 1-6

- **Verbal Warning:** A verbal warning will be given to a child for low level disruption within the classroom or at play/lunchtime.
- **Stop and Think:** A Stop and Think card will be given to a child as a warning for repeated low level disruption within the classroom or at play/lunchtime. The card will be placed on the child's table in the classroom and shown to the child at play/lunchtime. The member of staff giving the Stop and Think card will write the child's name on the back of the card.
- **Amber:** An Amber card will be given to a child as a final warning for repeated low level disruption within the classroom or at play/lunchtime. The Stop and Think card will be replaced on the child's table with an Amber card and shown to the child if at play/lunchtime. The member of staff giving the Amber card will write the child's name on the back of the card. The incident(s) must be recorded on CPOMS by the class teacher or cover supervisor.
- **Red:** A Red card will be given to a child who continues to cause low level disruption and not heed the previous warnings. The child will then speak to a member of SLT. The Amber card will be replaced on

the child's table with a Red card and shown to the child at play/lunchtime. The member of staff showing the Red card will write the child's name on the back of the card and explain that a phone call home will be made so that the child's behaviour can be discussed with their parents/carers. Specific sanctions for the behaviour will be discussed during this phone call. This must be recorded on CPOMS by the class teacher or cover supervisor. A pupil will also receive a Red card for more serious behaviour e.g. malicious swearing, insolence, abusive language, pushing and shoving, hitting, fighting, refusal to follow instructions. In this instance, SLT will be called to investigate the incident(s).

Any member of staff giving a child a behaviour card at play/lunchtime must inform the appropriate class teacher or cover supervisor as soon as possible e.g. when collecting the class at the end of lunchtime. If this is not possible for any reason, the lunchtime coordinator or a member of SLT must be informed so that this information is passed on in a timely manner.

EYFS Nursery and Reception

- **Verbal warning:** A verbal warning will be given to a child for low level disruption within the classroom or at play/lunchtime as appropriate.
- **Rain Cloud:** After three verbal warnings, the child will be moved to the rain cloud step. The class teacher will speak to the child's parents at the end of the school day. The child will have a 5 minute 'Time in' session with a member of staff during their choosing time. Following this, the child will then talk to the class teacher about their behaviour. This must then be recorded on CPOMS by the class teacher. A pupil will also be moved to the rain cloud in Nursery and Reception for more serious behaviour e.g. malicious swearing, insolence, abusive language, pushing and shoving, hitting, fighting, refusal to follow instructions. In this instance, SLT will be notified and will investigate the incident(s). After the child has had their 'Time in' session, they will then be returned to the sunshine step.

Any member of staff moving a child to the rain cloud must inform the appropriate class teacher or cover supervisor as soon as possible e.g. when collecting the class at the end of

lunchtime. If this

is not possible for any reason, the lunchtime coordinator or a member of SLT must be informed so that this information is passed on in a timely manner.

- For some children whose behaviour is persistently causing concern, or they are following a behavioural IPM (Individual Provision Map), additional methods and incentives may need to be considered.

We believe very strongly at Sandal that **CHILDREN MUST NOT MISS PE OR OUTDOOR LEARNING TIME AS A CONSEQUENCE OF POOR BEHAVIOUR.** Whole classes should not be punished for the poor behaviour of a few children

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed under 'serious behaviour') found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search involves – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the head teacher / designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items such as mobile phones (listed in 'serious behaviour') and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Persons present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site misbehaviour

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
- 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 a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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

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

<https://sandalprimaryschool.co.uk/download/child-protection-safeguarding-policy-2021/>

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 consider whether to 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 consider whether to 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 (LADO), 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 and unreasonable serial complaints policy

<https://sandalprimaryschool.co.uk/download/child-protection-safeguarding-policy-2021/>

<https://sandalprimaryschool.co.uk/download/unreasonable-serial-complaints-policy/>

Serious sanctions

Detention

Pupils can be issued with detentions during lunchtime break or after school during term time.

The pupil's parents must be informed about this.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety

- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by another class teacher or member of the SLT, and will be removed for a maximum of 5 days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with a member of SLT or learning mentor
- Use of teachers and teaching assistants
- Short/long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the head teacher and only as a last resort.

The school will follow the DFE and LA procedure and guidance on Exclusion.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These will include:

- Short, planned movement breaks for a pupil with SEND for example who finds it difficult to sit still for long periods (wobble cushions etc...)
- Adjusting seating plans to allow a pupil with visual or hearing impairments to sit in sight of the teacher for example or for children to receive extra support by sitting close to the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema or other needs
- Training for staff in understanding conditions such as autism or ADHD.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- Temporary reduced timetable following DFE and LA guidance and procedures.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- Reintegration meetings with pupils, staff and parents
- Daily contact with the learning mentor or teaching assistant
- A behaviour plan with personalised behaviour goals
- Restorative practice with pupils to support them with their next step

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for 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.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint with some staff trained to deliver Team Teach techniques
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by Louise Dale (head teacher) or Paul Douglass (deputy head teacher).

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the head teacher and full governing body every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the head teacher.

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

15. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and 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.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2:Sandal Roots of Learning







- | | |
|-----------------|--|
| ● Challenge | Aiming high – challenge yourself and see what you can do! |
| ● Collaboration | Working together – everybody is important! |
| ● Independence | Thinking for ourselves – you decide! |
| ● Reflection | Looking back – What went well? What could be even better? |
| ● Resilience | Keeping going – believe in yourself! |
| ● Risk Taking | Daring to be different – take a risk; you’re one in a million! |

Appendix 3: Sandal Behaviour Chart KS1/KS2 Years 1-6

Good to be Gold - Above and Beyond	
<ul style="list-style-type: none"> Outstanding behaviour linked to the three core behaviour values and Sandal Roots of Learning: Aiming high, Working together; Thinking for ourselves, Looking Back, Keeping going, Daring to be different. Children who are consistently 'Good to be green'. 	<ul style="list-style-type: none"> House points and certificates (10, 25, 50, 100 and 150) Weekly certificates (Sandal Great Learner/Sandal Star) Postcards home (sent to individual children) Headteacher/DeputyHeadteacher awards Privilege Card – e.g. afternoon tea with headteacher, activity with TA Golden Coins awarded by members of SLT
Good to Be Green	
<ul style="list-style-type: none"> Green is a good day/session. Every child begins each day/session on Green. 	<ul style="list-style-type: none"> Good to be green stickers given at teacher's discretion
Verbal Warning (First warning)	
<ul style="list-style-type: none"> Low level classroom disruption: calling out; name calling; not concentrating; not being productive; doodling on books and work. Play and lunchtimes: interfering with others' games; not following rules, answering back. 	<ul style="list-style-type: none"> One verbal warning given. Reminder of Sandal behaviour values
Stop and Think (Second warning)	
<ul style="list-style-type: none"> Low level classroom disruption: calling out; name calling; not concentrating; not being productive; doodling on books and work. Play and lunchtimes: interfering with others' games; not following rules, answering back. 	<ul style="list-style-type: none"> Stop and Think card placed on the child's table. Stop and Think card shown to the child at playtime/lunchtime. Second reminder of Sandal's three core behaviour values.
Amber - (Final warning)	
<ul style="list-style-type: none"> Low level classroom disruption continues throughout that session: calling out; name calling; not concentrating; not being productive; doodling on books and work Play and lunchtimes: Continuing to interfere with others' games; not following rules, answering back. 	<ul style="list-style-type: none"> Amber card placed on the child's table. Amber card shown to the child at playtime/lunchtime. Class teacher/Cover supervisor record on CPOMS. Final reminder of Sandal behaviour values.
Red - Consequence	
<ul style="list-style-type: none"> Continued low-level disruption after receiving an Amber card. Immediate Red card for more serious behaviour e.g. malicious swearing, refusal to follow instructions, fighting. 	<ul style="list-style-type: none"> Red card placed on the child's table. Red card shown to the child at playtime/lunchtime. The child is to speak to a member of SLT immediately. Lunchtime detention (10 minutes) with a member of SLT Class teacher/ Cover supervisor to phone home/speak to parents at home time. Calls home MUST be made on the day before the end of the school day. Class teacher/Cover supervisor to record on CPOMS.
Monitoring	
<ul style="list-style-type: none"> Severe, frequently poor behaviour e.g. fighting; persistent failure to meet school expectations, malicious physical contact. 	<p>Potential outcomes depending on the severity and frequency of the child's behaviour include:.</p> <ul style="list-style-type: none"> A member of SLT to phone the child's parents/carers Lunchtime/after school detention Internal exclusion Behaviour Plan Suspension Permanent exclusion

Appendix 4: Sandal Behaviour Chart EYFS Nursery and Reception

Pot of Gold 	
<ul style="list-style-type: none"> Outstanding behaviour linked to the three core behaviour values and Sandal Roots of Learning: Aiming high, Working together; Thinking for ourselves, Looking Back, Keeping going, Daring to be different. Children who are consistently 'on the Rainbow'. 	<ul style="list-style-type: none"> Weekly certificates (Sandal Great Learner/Sandal Star) Postcards home (sent to individual children) Headteacher/DeputyHeadteacher awards Privilege Card – e.g.afternoon tea with headteacher, activity with TA Golden Coins awarded by members of SLT
Rainbow 	
<ul style="list-style-type: none"> Children who are consistently on 'Sunshine'. 	<ul style="list-style-type: none"> House points and certificates (10, 25, 50, 100 and 150)
Sunshine 	
<ul style="list-style-type: none"> Sunshine is a good day/session. Every child begins each day/session on Sunshine. 	<ul style="list-style-type: none"> Stickers given at teacher's discretion
Verbal Warning	
<ul style="list-style-type: none"> Low level classroom disruption: calling out; name calling; not concentrating; not being productive; doodling on books and work. Play and lunchtimes: interfering with others' games; not following rules, answering back. 	<ul style="list-style-type: none"> Children will receive a maximum of three verbal warnings. Each time, the child will be reminded of Sandal's three core behaviour values.
Rain Cloud 	
<ul style="list-style-type: none"> Continued low-level disruption after receiving three verbal warnings in Reception A child to be immediately moved to the rain cloud for more serious behaviour e.g. malicious swearing, refusal to follow instructions, fighting. 	<ul style="list-style-type: none"> Children will be moved to the rain cloud step The child will have 5 minutes 'Time in' followed by a discussion with the class teacher or cover supervisor about their behaviour. If a child is moved to the rain cloud for more serious behaviour, the child is to speak to a member of SLT immediately. Class teacher/ cover supervisor to phone home/speak to parents at home time. Class teacher/cover supervisor to record on CPOMS.
Monitoring	
<ul style="list-style-type: none"> Severe poor behaviour to be followed up by a member of SLT e.g. fighting; persistent failure to meet school expectations, malicious physical contact. 	<p>Potential outcomes depending on the severity and frequency of the child's behaviour include:</p> <ul style="list-style-type: none"> A member of SLT to phone the child's parents/carers Lunchtime/after school detention Internal exclusion Behaviour Plan Suspension Permanent exclusion