Sandridge Primary School

Behaviour Policy

The policy was reviewed and ratified by the Governing Body on 14th May 2026.

This policy will be reviewed in full by the Governing Body on a three yearly basis.

It is due for review in May 2029.

Aims

The aim of our school behaviour policy is to provide a safe, happy and caring environment where all children can learn to value and respect themselves and other members of the school community. Pupils are expected to recognise the implication of their behaviour on their own learning, the rights of other pupils to learn and the teachers' right to teach. All aspects of this policy apply equally to everyone in the school community regardless of gender, belief or ethnicity.

This policy should also be read in conjunction with the 'Physical Intervention in Schools Policy' Mar 2025.

Through our behaviour policy we aim that all children:

- develop self-confidence and show pride in themselves, their achievements and their school environment
- develop respect and tolerance for others' way of life and different opinions
- show sensitivity and consideration
- develop a sense of fairness
- develop self-discipline, independence and responsibility

These aims are summarised in our school values (REPS):

Respect
Equality
Perseverance
Self-Belief

Pro-social and Anti-social Behaviour

Throughout this policy, 'pro-social behaviour' is defined as:

- Relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance
- Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

'Anti-social behaviour' is defined as:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person (including the rights of other children to learn)

Practice

Children learn best in an atmosphere that is calm and positive. **Praise and encouragement** are widely used in managing children's behaviour in order to promote positive self-esteem. Children will learn that it is their behaviour that can be anti-social, not themselves as individuals.

Pro-social behaviour is expected from all pupils at all times and may be acknowledged through:

1. Verbal recognition by adults and peers
2. Stamps
3. Stickers from Senior Leaders
4. Written comments on the child's work
5. Special responsibilities within the class
6. Special school-wide responsibilities for older children
7. Special praise from the Headteacher
8. Personalised whole class reward system
9. House points awarded for effort, helpfulness and achievement
10. Certificates presented in 'celebration' assemblies each Friday
11. Informing parents/carers of their child's achievements through verbal feedback or a note from their class teacher

'Zones of Regulation'

All classes have a 'Zones of Regulation' display. These show a range of emotions categorised into four coloured zones. 'Zones of Regulation' aims to promote self-regulation by supporting children to identify how they are feeling, and what strategies or 'tools' they can use to manage their emotions.

Supporting Pro-social Behaviour

When a child is identified as having difficulty in maintaining pro-social behaviour in school, staff may draw upon one or more of the following strategies:

- The class teacher may support the child in improving their behaviour through positive transaction systems
- The class teacher, with support from the SENCo, may write one or more social stories to educate the child about pro-social behaviour
- The class teacher, with support from the Senior Leadership Team including the SENCo, may complete anxiety maps to identify the situations in which the child needs most support. These may then be used to write a 'predict and prevent' mini plan as per the Behaviour Flow Chart (Appendix 1)
- The class teacher, with support from the Senior Leadership Team including the SENCo, may complete a 'Roots and Fruits' chart (Appendix 2) to identify provision that can be put in place to promote small steps of progress
- The Mental Health Lead may refer a child or parent, with parental agreement, to the NHS Mental Health Team Practitioner for some group or 1:1 support
- School staff may liaise in a 'Solution Circle' to identify next steps for the child and strategies that can be put in place
- When there are prolonged difficulties external support will be sought from outside agencies with agreement from parents/carers.

Behaviour in class will be monitored and recorded by class teachers and other adults working with the child. It is imperative that the details of both one-off and ongoing incidents are filled in accurately and immediately as this will form the evidence to

trigger further support if required. Any emerging patterns of anti-social behaviour will be discussed with the SENCo. Playground behaviour will be monitored by staff when on duty.

Any serious issues will be reported to the Head Teacher. Serious incidents and a repeating pattern of minor incidents such as constant interruption of the play of other children or incidents of a physical nature, which upset others, will be followed up initially by class teachers but the SLT will be kept informed.
The role of the parents in supporting behaviour is key. Parents should be informed of any ongoing concerns at the earliest opportunity by the class teacher. A behaviour log (Appendix 3) may also be sent home.

Examples of Anti-social Behaviour

- Disrupting Learning
- Bullying, whether physical, verbal or mental
- Racist, sexist or homophobic behaviour
- Using foul or unacceptable language
- Rudeness or aggression
- Damaging property
- Cheating
- Deceit
- Cruelty
- Dishonesty

Protective and Educational Consequences

Where children need support regulating their behaviour, a range of protective and educational consequences will be implemented. Children will be made aware that they have choices to make. Staff should discuss the actual behaviour with the child and explain why this is anti-social. They should show that consequences are directly linked to the behaviour.

A 'Protective Consequence' can be defined as a removal of a freedom to manage harm. Examples would include:

- Increased staff ratio (where possible)
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Suspension / Exclusion

An 'Educational Consequence can be defined as the learning, rehearsing or teaching so the freedom can be returned. Examples would include:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Conversation and exploration

Consequences are clearly laid out in the behaviour ladder (Appendix 4) and it is up to the member of staff to follow the agreed order of escalation when behaviour incidents need to be passed on to more senior staff.

Children who do not respond to the school's planned strategies to help them to overcome their difficulties will be suspended for a short fixed term period with work set by school to be completed at home. Subsequent suspensions could be for longer fixed terms with a reintegration programme or Pastoral Support Programme (PSP) agreed by school, parents/ carers and outside agencies. Work will be provided to be completed at home.
Permanent exclusion will follow if none of these strategies are successful.

A decision to exclude a child should only be made:

- In response to serious breaches of a school's behaviour policy; AND
- Where allowing the pupil to stay at school would seriously harm the education or welfare of the pupil or of others in the school.

There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one-off' disciplinary offence, and these can include:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon

Bullying is not tolerated at any level and may result in exclusion if it persists. The exclusion could be fixed term or permanent depending upon the seriousness of the bullying.

Parents and Carers

Parents, carers and families have an important role to play in helping the school deal with bullying. They should:

- discourage their children from bullying behaviour at school, at home or elsewhere.
- take an active interest in their children's school life; discuss friendships, how playtime is spent and the journey to and from school.
- watch out for signs that their children are being bullied, or are bullying others.
- contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

The Behaviour Policy is shared with parents. In addition, parents and pupils are asked to sign a 'Home School Agreement', which is also included in the Welcome Pack when each child starts school.

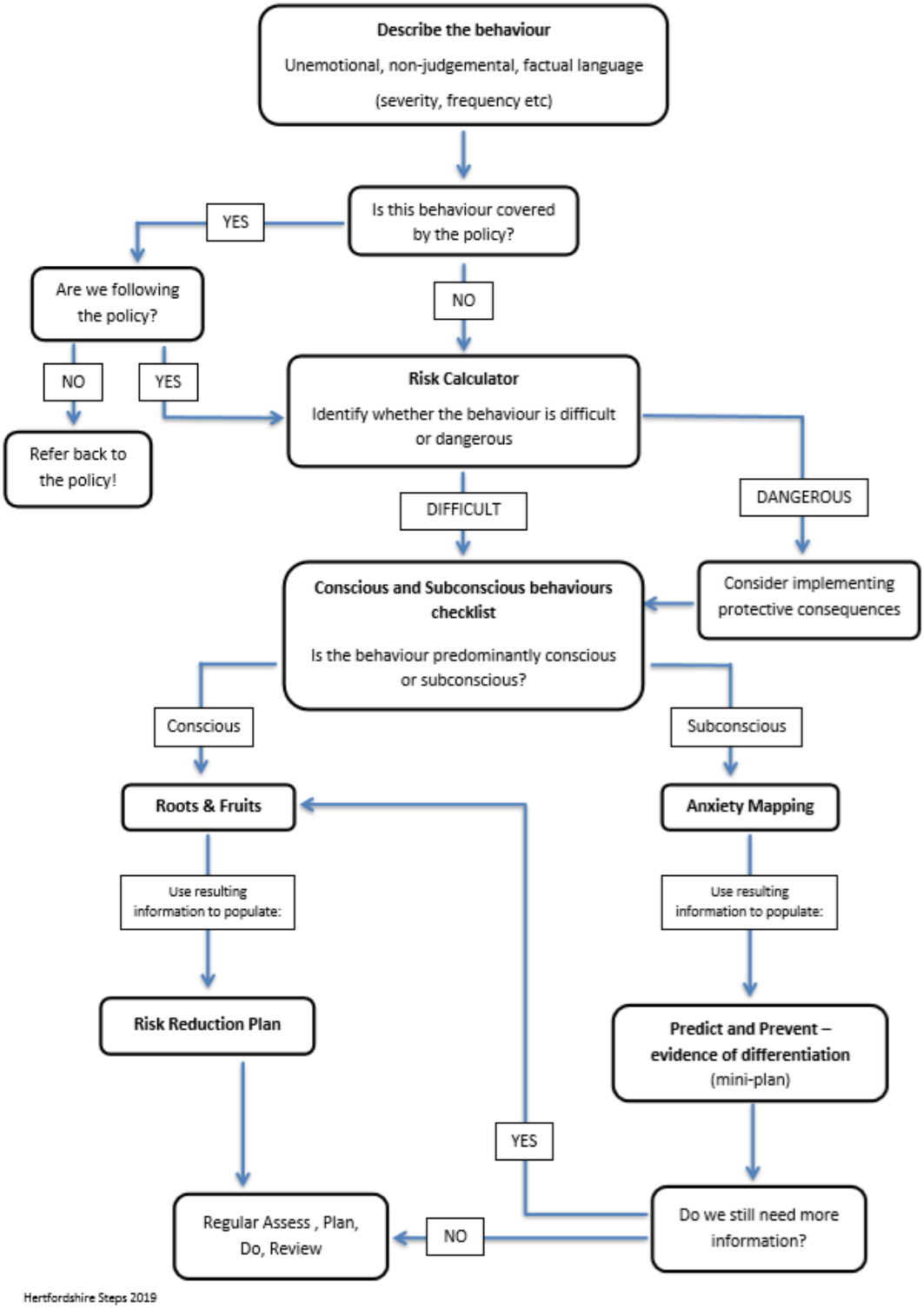
Monitoring and Evaluation

The effectiveness of this policy will be monitored by the Head and Senior Leadership Team (SLT) through incident reports. This will be reported to the Governors through the Head Teacher's termly report.
The policy will be reviewed three years after implementation.

NB: The individual psychological and special educational needs of pupils are given full consideration in the implementation of this policy.
NB: Reasonable force will ONLY be used in the case where a child is in danger or is putting others in danger.

(Appendix 1)

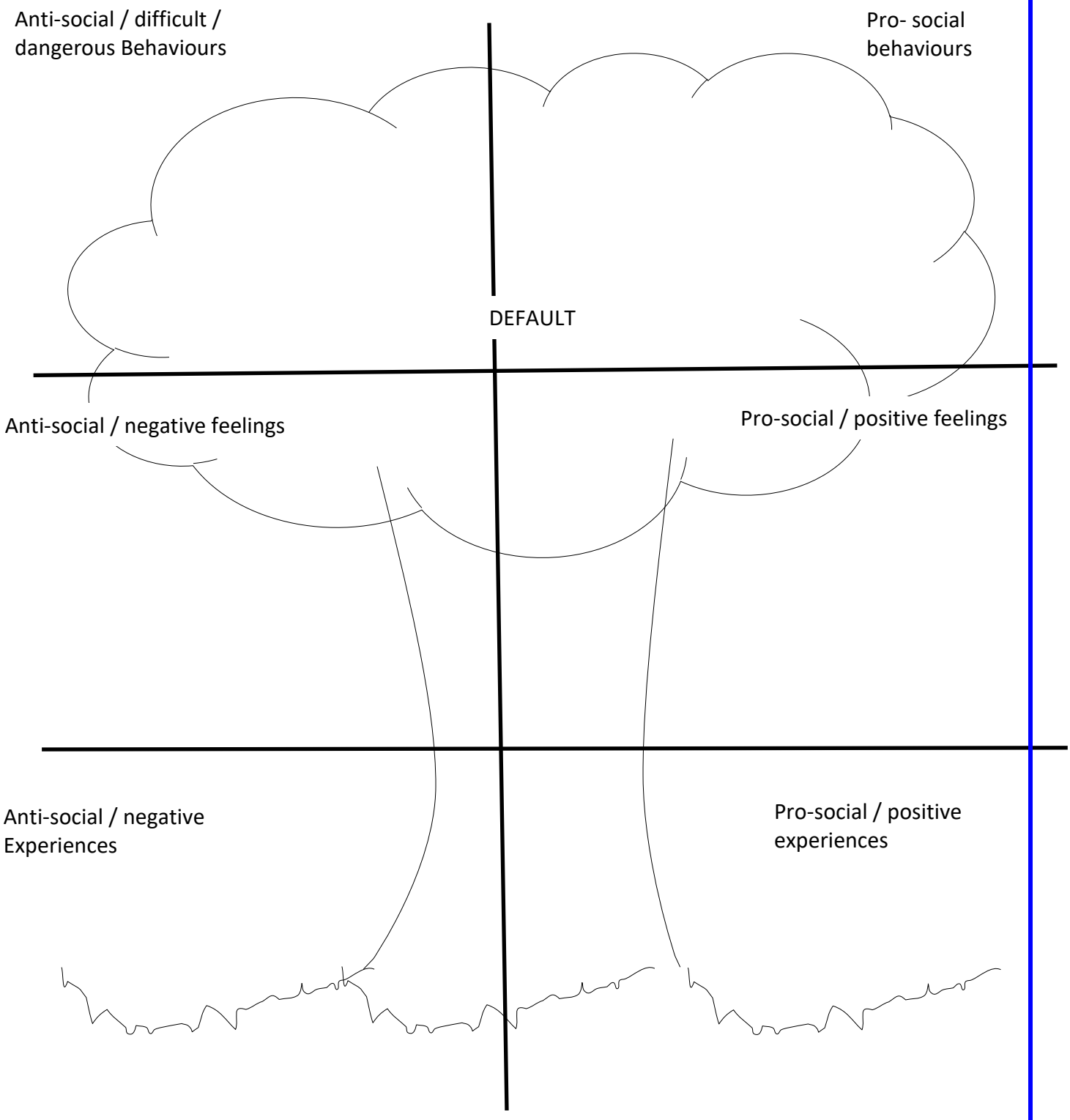
BEHAVIOUR FLOW CHART



(Appendix 2) **ROOTS AND FRUITS**

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Sandridge School – Behaviour Log (Appendix 3)

Name of child:	Class: Date:
Reporting adult:	Time:

Nature of behaviour:

Bullying Lying Uncooperative Violence Disruptive

Racism Stealing Lack of respect Aggressive

OTHER (please state):

Details of incident:

Action Taken/Consequences

Any further action required?

Copy To:

Headteacher Class Teacher Parent(s)

On school copy only:

Other school documents this behaviour links to (if applicable) e.g first aid logs:

_____

_____

_____

Behaviour log – Racism/Bullying Record (if applicable)

1.Tick all elements which apply to your understanding of the incident:

Focus of bullying/harassment	Definitely applies	Possibly applies
Ability/disability		
Age/maturity		
Appearance		
Class/background/socio-economic factor		
Geographical area of home		
Gender		
Sexuality		
Size		
Ethnicity/race		
Religion/belief		

2. Manifestation(s) of bullying/harassment (tick those that apply):

Perception of child: feelings of being bullied/harassed		Verbal abuse or name calling (specify below)		Camera phone bullying and/or harassment	
Isolation/ignoring		Targeted graffiti or hurtful note writing		Actual physical assault	
Teasing		Threats including threatened physical assault		Mobile phone / text message bullying and/or harassment	
General expressions of prejudice/stereotype		Racist literature, graffiti or insignia		Internet related bullying/ harassment	

Other:

3. Those involved:

Targeted/wronged pupil's ethnicity:	Pupil(s) giving offence ethnicity:

Is this a serious Racist Incident? Yes/No
If Yes, Headteacher to complete additional notification form and report to HCC.

(Appendix 4) **Y1-6 BEHAVIOUR LADDER**

Level	Behaviour Examples	Possible Consequences
0 Verbal reminder	- Disruptive fidgeting - Inappropriate interruptions - Distracting others - Disruptive noises	- Reminder of rules and praise of other children - Verbal warning
1 Low Level	**- Persistent Level 0 behaviour** - Poor effort - Unkind remarks - Telling lies - Deliberately annoying others - Bad language (one off) - Answering back e.g questioning a situation - Improper use of school equipment - Wandering around the room during work time - Dropping litter	- Age appropriate time-out in class e.g 2 minutes for Year 1 - Educational Consequence e.g re-do work, clean area - If playtime or lunchtime; time-out
2 Moderate Level	**- Persistent level 1 behaviour** - Refusing to work - Hurting another pupil either physically or emotionally - Serious misuse of school equipment e.g scissors - Anti-social play - Improper use of toilets or wash basins	- Send to alternative class for 10 minutes - Working on their own within the classroom - Educational Consequence e.g time out at break to learn how to properly use the toilets - Apology letter/picture - Possible behaviour log to be completed and sent home
3 Serious	**- Persistence in relation to behaviours listed under level 2** - Deliberate and persistent physical or emotional harm e.g kicking, hitting, spitting, biting, pinching - Throwing/kicking objects that could cause harm - Vandalism - Inciting other children to misbehave - Swearing (intentionally) - Possession of inappropriate materials/objects	- Send to a member SLT for an appropriate period of time - Send to Headteacher - Protective Consequence e.g. missing playtime to keep others safe - Educational Consequence e.g. repairing damage - Behaviour Log to be completed by relevant member of staff and sent home
4 Very Serious	**- Persistence in relation to behaviours listed under level 3** - Children excluding each other because of looks, ethnicity, race, belief, gender or disability - Any form of repeated bullying - Swearing or verbal abuse towards an adult - Stealing - Serious injury to someone else with intent - Incidents of a sexual nature - Making malicious accusations against school staff	- Report to Headteacher - Parents informed (detailed letter attached to the behaviour log and a phone call) - Possible fixed-term suspension - Possible reduced timetable - Possible intervention from external agencies - Possible intervention from Governors
5 Extremely Serious	**- Persistence in relation to behaviours listed under level 4** - Possession of harmful substances or weapon	- Permanent exclusion