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Behaviour Policy (Statutory)

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Behaviour Policy

This policy is the statement of principles, aims and strategies for promoting positive behaviour at Sandhills School. We believe a shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour and the fostering of positive attitudes. As a school, we ensure that parents and carers are fully informed of our approach to behaviour management, by communicating it through school newsletters and the school's website.

At Sandhills School, we believe that children and staff have the right to work in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. Staff and governors work hard to maintain a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early interventions to address problems.

We encourage every child to see themselves as a member of the school family and to consider their own rights and the rights of others; and to recognise that with these rights come responsibilities. Through well-planned, challenging learning, and through the recognition and valuing of effort and achievement, we believe that children will be motivated to take responsibility for their learning and behaviour.

1. Introduction

- 1.1. This policy forms part of the Governors' Policy on Inclusion. The policy exists to ensure the right learning environment is provided, which encourages staff and pupils to be aware of their rights and responsibilities towards themselves, others and the world around them, in order that they can become the best that they can be.
- 1.2. At Sandhills School we recognise that the general standard of behaviour is the collective responsibility of the whole school community. Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned.
- 1.3. We believe that pupils have the right to learn and staff have the right to teach, without threat, fear or significant disruption or interruption. We also acknowledge that pupil behaviour and discipline at school is fundamental to raising standards of educational achievement and increasing social inclusion.
- 1.4. All staff and Governors are committed to inclusion and aim to create a positive climate where all members of the school community thrive. We acknowledge that behaviour can be managed by addressing four fundamental aspects:
 - anticipating, preventing and minimising problems associated with unacceptable behaviour;
 - modelling and encouraging positive and responsible behaviour, and correcting infringements;
 - applying appropriate consequences; and
 - repairing and rebuilding after correction and consequences.

- 1.5. In all aspects of behaviour management, the safety and dignity of all concerned is of paramount importance.

2. What the Law Allows

- 2.1. Sandhills School follows the Department for Education Advice on Behaviour and Discipline for Schools (February 2014). The guidance is outlined below:
 - Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
 - The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
 - Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
 - Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
 - Teachers have a power to impose detention outside school hours.
 - Teachers can confiscate pupils' property.

3. Behaviour for Learning

- 3.1. We recognise that having a clear school ethos and culture, which values the individual and affirms our commitment to each other as a community can minimise the development of unhelpful behaviour.
- 3.2. Structures and strategies are in place across the school, which help to prevent negative practices. We have 3 simple school rules that can be apply to almost all situations:
 - Stay Safe
 - Do Your Best
 - Show Respect
- 3.3. In addition to the school rules, each class write their own set of rules at the start of the academic year, which may include speaking and listening skills and expectations regarding conduct in class.

4. Acknowledging and Rewarding Behaviour, Effort and Achievement

- 4.1. The Sandhills Behaviour Policy follows the Advice from the DfE (February 2014)

- *‘Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.’*
- 4.2. We appreciate the importance of a positive approach to ensuring appropriate behaviour and aim to find frequent opportunities to encourage and endorse this. Our belief is that ‘the behaviour that gains the attention is what we get most of’ therefore, we actively promote positive behaviour.
 - 4.3. Good behaviour, positive attitudes and achievements are celebrated through a range of systems, including:
 - Praise from staff and peers, this may include giving the children a sticker or a stamp in their book or a postcard home. Achievement and stars are recorded on a Personal Achievement Card. (See Appendix 1);
 - Circle time using the SEAL nurturing programme;
 - Good effort and work or acts of kindness;
 - Good work being shown to the Headteacher, staff pupils and parents in Sharing Assemblies;
 - Positive behaviour recognised in all areas of the school including playground and corridors and while out on school visits;
 - A visit to another member of staff or the Headteacher to share good work;
 - Display of work in the classroom and around the school;
 - Praise in front of the class and to parents at the end of the school day; and
 - Children being given responsibilities e.g. sport’s leaders, Eco Warriors, reception duty.
 - 4.4. Children’s engagement in learning and behaviour are shared with parents in mid and end of your reports where a written comment is also given about a child’s attitude to school.
 - 4.5. Individual and group rewards contribute to developing a sense of community.

5. Personal Power

- 5.1. At Sandhills, we encourage children to use their personal power to resolve everyday conflicts constructively. Part of our role is to help pupils deal with these situations effectively. Children know that if they find themselves in a situation where someone is making a poor choice, they should:
 - Ignore the perpetrator and continue with their own ‘good choice’
 If they find themselves in an unpleasant situation or one of conflict, they should:
 - Tell the perpetrator to stop the behaviour which is causing conflict or offence;
 - Walk away from the incident; and
 - Speak to an adult and ask them for help.

6. Intervention Strategies to Support Positive Behaviour and Learning

Staff choose to use the following strategies according to their professional judgement.

6.1. Non-verbal messages

The Look, moving closer to the child who is not behaving appropriately, visual prompts such as finger to lips, frowning.

6.2. Tactical or planned ignoring

The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

6.3. Description of reality

A simple statement of fact describing inappropriate behaviour. 'David, you're talking'. 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

6.4. Simple direction

Clear statement of required behaviour. 'Jane, turn round, thank you.' 'Carlos, give Tim his pencil, thank you.' The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.

6.5. Rule reminder

Restate the rule. 'Sid our rule is that we try our best. 'Natasha remember our rule about showing respect'.

6.6. Question and feedback

Asking prompt questions show that you have noticed inappropriate behaviour. 'What's happening here?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.

6.7. Expressing disappointment or disapproval, or using humour

'Alex, I'm disappointed that you have forgotten our rule about showing respect by taking care of things.' 'Millie, that was a good choice to make!'

6.8. Blocking or assertive statements

Where the least intrusive interventions do not seem to be effective, it may be necessary to insist firmly on what is required. You can use a 'broken record' technique where you repeat the instruction until the child complies. 'Nina, put your pen down... put your pen down....Nina, put your pen down, thank you. I understand that you haven't finished but I need you to put your pen down now and listen, then we can talk about when you can finish.'

6.9. Choices and consequences

Enabling a child to take responsibility for his/her own actions. 'Simon, I have asked you to move away from Billy. If you continue to sit there you are choosing to stay in at play time. It's your choice.' The adult then moves away to give the child thinking or 'take-up me' before using a sanction if they continue to behave inappropriately.

7. Sanctions

- 7.1. Any disruptive pupils will be spoken to by their class teachers or other adult and will be made fully aware why their behaviour is unacceptable. However, if the poor behaviour continues the pupils are very aware of the fair and consistent sanctions that will follow.
- 7.2. Sanction of whole groups for an individual's actions are avoided and all consequences are in proportion to the offending behaviour.

Yellow Card Procedure

- 7.3. If a child / children's behaviour is inappropriate, the adult will give them a choice (see 6.9) and remind them of the school rules
- 7.4. If the child fails to modify their behaviour, they will be given one verbal warning.
- 7.5. If a child is given a second warning, this is considered a 'yellow' card'. Unacceptable behaviour(s) that results in a 'yellow card' may include any of the following:
 - rudeness – answering back
 - turning back on an adult and / or walking away
 - refusing to do what is asked by an adult
 - name calling to adults
 - lying
 - disruptive behaviour
- 7.6. The teacher/adult fills out the front of the yellow card (see Appendix 2) explaining why a child(ren) must have 'time-out' and be withdrawn from break/lunch time or from a lesson and the work to be completed.
- 7.7. If a child refuses to leave when given a card they should be given 'take up time' of around 2 minutes and reminded that they need to leave. If they continue to refuse then the Headteacher or member of the SLT should be called for. An adult takes the child to another class or area for 30 minutes 'time-out'. The adult returns to their class.
- 7.8. The child must complete the reverse of the yellow card, which supports them to reflect on their behaviour. Any remaining time must be spent finishing the work provided by the teacher. The 30 minutes 'time-out' may run into break or lunch time. The class teacher or other member of staff must stay with the child if this runs through break. The child should be sent to the library (or other suitable area) if this falls in lunchtime, where the child must stay and eat their lunch and complete their yellow card. A member of SLT should be made aware that a child is in this situation.
- 7.9. A 'follow up' section on the card should be completed by the class teacher if it is felt that one is required, e.g. an apology, either verbal or written, an opportunity to put things right, e.g. tidy up.

- 7.10. When the 30 minutes has been completed, an adult must take the child back to their class, where they will be welcomed. The child must continue with their work or be permitted to go out for the remainder of the play/lunch break.
- 7.11. If a child is issued with a second yellow card in a day, this automatically becomes a 'red card'. See below.
- 7.12. If a child receives more than three yellow cards in a week, then a letter will be sent home. (See Appendix 6). A copy of the letter and the reply slip will be filed in the child's folder and the Behaviour Folder in the Headteacher's office. Parents may be required to attend a meeting with the Headteacher, class teacher and Learning Mentor.

Red Card Procedure – Internal Exclusion

- 7.13. Unacceptable behaviour that results in a 'red card' is considered an internal exclusion and may include any of the following:
 - persistent refusal to follow instructions of an adult
 - foul language or swearing, including implied swearing
 - damage to school or personal property
 - aggression to adults or other children
 - stealing
 - racist or homophobic comments or behaviours
 - excluding someone from social groups
 - forming gangs or bullying. (See Anti-Bullying Policy for further details.)
- 7.14. The teacher fills out the front of the red card (see Appendix 3) explaining why a child(ren) must have an internal exclusion for half a day.
- 7.15. An adult takes the child to the library or other quiet area.
- 7.16. The child must complete the reverse of the red card, which supports them to reflect on their behaviour. The rest of the time must be spent completing work provided by the teacher. Withdrawal from the whole of lunchtime is included in both a morning and afternoon internal exclusion.
- 7.17. The class teacher or another member of staff must stay with the child if this runs through break. The child must be sent to the library during lunchtime, where the child must stay and eat their lunch and complete their red card. A member of SLT should be made aware that a child is in this situation so supervision can be arranged.
- 7.18. If the internal exclusion is in the morning, an adult must take the child back to their class at 1pm, where they will be welcomed.
- 7.19. Copies of red cards will be sent to parents via email or as a photocopy. A copy of the letter and the reply slip will be filed in the child's folder and the Behaviour Folder in the

Headteacher's office. Parents may be required to attend a meeting with the Headteacher, class teacher and Learning Mentor.

- 7.20. If an internal exclusion occurs close to an education trip, staff will meet to discuss whether it is appropriate for the child to attend and parents will be notified. Parents will not be reimbursed for the cost of the trip.

8. Learning Mentor

- 8.1. Children who consistently struggle with making the right choices may be given the support of the Learning Mentor who works with children who need emotional and behavioural support.
- 8.2. Children who struggle with their behaviour at lunchtime will be encouraged to take part in the lunchtime club with the school Learning Mentor. While at the club, children are encouraged to show the correct behaviour for school through working with other children and the Learning Mentor.
- 8.3. Quiet Club is also available for children who may need a quiet environment to temporarily support them and the behaviour choices they are making.

9. Pupils' Conduct Outside of School – Teachers' Powers (DfE – February 2014)

- 9.1. Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

- 9.2. Teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at that school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the pupils or
- Could adversely affect the reputation of the school.

- 6.3 In all cases of misbehaviour the teacher can only discipline a pupil on the school premises or elsewhere when a pupil is under the lawful control of the staff member e.g. during an educational visit.

7. Confiscation of Inappropriate Items (DfE Advice – February 2014)

There are two sets of legal provisions that enable school staff to confiscate items from pupils:

- 7.1 The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94, Education and Inspections Act 2006).
- 7.2 **Power to search without consent** for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 7.3 Any confiscated item will be retained by the class teacher or Headteacher until the end of the school day, or the end of that week and will need to be collected by a parent or guardian.
- 7.4 Weapons, knives and pornography will be handed over to the police.

8. Power to Use Reasonable Force

Sandhills School follows the Department for Education's Advice (February 2014) as outline below:

- 8.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 8.2 Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

9. Exclusion

- 9.1 In the unlikely event of the scope of this policy being exceeded, incidents of a serious nature where children present a danger to either themselves, or to the health and safety of other pupils or school property, a fixed term or a permanent exclusion may be enforced

by the Headteacher and Governors. In these cases, County guidelines and procedures for the exclusion of pupils are adhered to. (See Exclusion Policy for further details.)

10. Bullying

- 10.1 We regard the persistent victimisation of another child, whether physical, verbal or emotional as bullying.
- 10.2 Our strategies for teaching and promoting positive behaviour, in conjunction with our rewards and consequences and keeping parents/carers informed, go a long way towards reducing the potential for bullying.
- 10.3 There is a separate policy for dealing with incidents of bullying. See the School's Anti-bullying Policy for further information.

11. Racism and Other Forms of Discrimination

- 11.1 At Sandhills we are opposed to all forms of racism and other forms of discrimination. The school ethos and curriculum works to provide a positive attitude and develop mutual respect for all communities. (Refer to the Equality and Diversity Policy for information on how such incidents are reported to the Governing Body and the Local Authority - LA.)

12. Encouraging Responsibility

- 12.1 PSHE lessons (Personal, Social, Health and Economic), the SEAL Programme and circle times are used to teach children how to value themselves and each other, respect differences and express any difficulties they may be experiencing.
- 12.2 Assemblies are used to promote positive behaviour and include times of reflection and moments for consideration. In cases of unacceptable behaviour, children will be expected to reflect on their actions and consider how best to rectify any damage or injustice caused. This may include apologies, either verbal or written, or replacement of damaged equipment.
- 12.3 Pupils are also taught about their responsibilities within school, the school grounds and outside school. This may include community and environmental issues.

13. Enhanced Pupil Support

- 13.1 Pupils who have recurrent and regular behavioural difficulties are assessed against the criteria in the Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings handbook to see whether they have specific difficulties. When a pupil has recognised Social, Emotional and Mental Health needs (SEMH), measures are drawn up in line with the requirements of the code of practice.

- 13.2 An Individual Behaviour Plan (IBP) may be written for children who have been identified as having recurrent and regular behaviour difficulties. The IBP will outline how pupils, school and parents will support the improvement in behaviour of the child.

14.Partnership with Parents

- 14.1 At Sandhills we believe that the partnership between parents and school is crucial. Parents have an important role to play in securing the appropriate behaviour of their child at school.
- 14.2 Parents are expected to reinforce the school's ethos of work and behaviour.
- 14.3 Parents are notified of any significant issues with their child's behaviour in school and it is expected that parents and school staff will work together to create effective solutions.
- 14.4 Parents should notify class teachers or Headteacher of any circumstances at home or school they feel may affect their child's behaviour or performance in school.

15.Role of the Governing Body

- 15.1 As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to promote positive behaviour.
- 15.2 It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:
- Monitoring information and data about racial incidents and bullying
 - Monitoring the effectiveness of behaviour strategies within the school.

16.Monitoring and Review

- 16.1 The Headteacher will report any incidents of racism to the Governing Body in the termly Report to Governors, together with any exclusions and reports of bullying.
- 16.2 This policy is a working document. Therefore, it is open to change and restructure as and when appropriate. This policy will be reviewed by the Senior Leadership Team in School.
- 16.3 The School Council will be encouraged to engage in decision-making or consultation about issues that affect the quality of children's learning and well-being and the impact the Behaviour Policy has on the school and wider community.

17.Relevant Policies and Documentation

This policy should be read in conjunction with these documents:

- Safeguarding Pupils Policy and associated documents
- Equality Policy

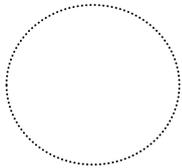
- Special Educational Needs and Disabilities Policy
- Anti-bullying Policy.

Personal Achievement Record

Name Year Group Card

	Date	Detail of achievement	Teacher's signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Headteacher's signature _____



Yellow Card Key Stage 1

The named pupil has shown the following behaviours and needs 'time-out'.

Behaviour	Tick
Rudeness – answering back	
Turning my back on an adult and/or walking away	
Refusing to do what an adult has asked	
Name calling to an adult	
Lying	
Disruptive behaviour	
Leaving class without permission	

Which part of Behaviour for Learning do I need to work on?

Name of pupil: _____ Class: _____

Signed: _____ Date and Time: _____

Activity to be completed during time out:

Follow up:

Name

What was happening before the problem...

What happened during the incident?

The Behaviour for Learning I need to work on is ...

I am going to do this by ...

Signed

Date

Red Card

The named pupil has shown the following behaviours and needs 'time-out'.

Behaviour	Tick
Repeatedly not following instructions	
Not returning to class when asked	
Saying rude words	
Damage to school or someone else's things	
Aggression towards an adult or other children	
Stealing	
Being mean and not letting someone play in your game	
Being unkind to the same child / children over a period of time	

Which part of Behaviour for Learning do I need to work on?

Name of pupil: _____ Class: _____

Signed: _____ Date and Time: _____

Activity to be completed during internal exclusion:

Follow up:

Name

What was happening before the problem...
What happened during the incident?
I did it because ...
The Behaviour for Learning I need to work on is...
A better choice next time would be ...
To put things right I will

I have learned that ...

Red Card

Internal Exclusion

Signed

Date

The named pupil has shown the following behaviours and needs 'time-out'.

Behaviour	Tick
Persistent refusal to follow instructions	
Refusal to return to class	
Foul language or swearing, including implied swearing	
Damage to school or personal property	
Aggression towards adult or other children	
Stealing	
Racist or homophobic comments or behaviours	
Excluding someone from social groups	
Forming gangs or bullying	

Which part of Behaviour for Learning do I need to work on?

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Name of pupil: _____ Class: _____

Signed: _____ Date and Time: _____

Activity to be completed during internal exclusion:

Follow up:

Name

What was happening before the incident...
What happened during the incident...
I did it because ...
The Behaviour for Learning I need to reflect on it ...
A better choice next time would be ...

To put things right I will
I have learned that ...

Appendix 3

Signed

Date

Dear Parent/Carer,

I am writing to let you know that a Red Card has been given to _____ for making the wrong choices at school today. I am sure you will be disappointed to hear this news and will want to help your child make the right choices and behave better in future.

I enclose the Red Card completed by a member of staff outlining what has happened. Please talk to your child about the incident and explain to them that they need to improve their behaviour.

I would appreciate it if you could fill in the slip below and return it to school to show that you have received this letter and have had the chance to talk to your child about their behaviour.

A copy of our school Behaviour Policy which explains how we support children who have done something wrong and how we expect parents to support that process is available on the school website (www.sandhills.oxon.sch.uk)

If you would like to discuss what has happened, please contact me at school or book an appointment to see me through the school office.

Yours sincerely,

Class teacher

Sandhills Primary School – Red Card - Parent Response to Pupil Behaviour

Please return this slip to school

Name of child _____

Refusing to do what is asked of them by an adult	
Answering back or rudeness	
Name calling	
Disruptive Behaviour	
Running inside or between school buildings	

Date

I confirm that I have received details of recent behaviour at school and that I have talked to him / her about what has happened and how he / she can **do better in future.**

Parent's name _____

Signature

Date _____

Comments -

Dear Parent/Carer,

I am writing to let you know that has received more than three yellow cards at school this week and has exhibited the following behaviours;

I am sure you will be disappointed to hear this news and will want to help your child make the right choices and behave better in future.

Please talk to your child and explain that they need to improve their behaviour in school.

I would appreciate it if you could fill in the slip below and return it to school to show that you have received this letter and have had the chance to talk to your child about their behaviour.

If you would like to discuss what has happened, please contact me at school or book an appointment to see me through the school office.

Yours sincerely,

Class Teacher

Sandhills Primary School – Yellow Card- Parent Response to Pupil Behaviour

Please return this slip to school

Name of child _____

Date _____

I confirm that I have received details of recent behaviour at school and that I have talked to him / her about what has happened and how he / she can do better in future.

Parent's name _____

Signature _____

Date _____

Comments -