



# Behaviour Policy

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<b>Review Period</b>	<b>Annual (Trust-wide review in February 2024)</b>
<b>Next Review</b>	<b>February 2024</b>

# **Behaviour Policy**

## **Introduction**

At Sandringham Infant and Nursery Academy we believe that high standards and positive behaviour within the school and nursery are essential if children are to learn and teachers teach effectively. Everyone is committed to creating a safe, supportive and secure environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

The school takes a restorative and positive approach towards celebrating and managing behaviour, creating an atmosphere of friendly and respectful relationships. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between pupils, and staff and the whole school community. It is the responsibility of children, staff, governors and parents to ensure that high standards of good behaviour are maintained and that co-operation and high expectations are at the centre of our beliefs.

## **Aims**

At Sandringham Infant and Nursery Academy we aim for all members of the school community to:

- Create a safe, positive, calm and engaging learning environment
- Develop children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent learners
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage and develop a sense of respect for the property of others, our school, its site and the wider community
- Promote tolerance, awareness of and respect for others regardless of gender, age, race or individual need
- Set clear boundaries of acceptable behaviour and minimise unacceptable behaviour
- Reinforce and reward positive behaviour through a consistent approach using clear boundaries
- Develop children's self-respect, responsibility and self-discipline to ensure they have a clear understanding of right and wrong
- Work with the co-operation and involvement of external agencies
- Ensure all staff feel confident in and have the relevant training in all aspects of behaviour management

## **Our Values**

The values at Sandringham inform our behaviour policy and the expectations of all members of our school community.

Everybody has the right to learn and teach in a welcoming, safe, caring, well organised and stimulating school environment. Children, staff, governors, parents and carers are all involved in the decision making processes of the school. We promote equality of opportunity and respect for all, through the nurturing of positive self-esteem.

Our values education is embedded across the school in various ways including circle times and assemblies. This gives children the opportunity to unpick the meaning of our core values, learning values and British values and how this can transfer into their learning in school and as a member of the community. We focus on one core value each half term with reminders given of how this value can be shown in our behaviour and

attitude to learning. Children who demonstrate the value of the half term are celebrated in the classroom and this is also recognised at our weekly celebration assembly.

### **Responsibilities of Children**

We encourage the children to become independent learners and to take responsibility for their own actions and behaviour choices.

#### **We expect children to:**

- Learn to the best of their abilities and to allow others to do the same
- Treat others with respect at all times
- Respond appropriately to the instructions of staff and other adults working in school
- Take care of property and the environment in and around school
- Co-operate with children and adults in all aspects of school life
- Help agree and comply with the classroom charter at an age appropriate level
- Move sensibly and quietly in and around school
- Share in celebrating the achievements of all members of the school community
- Talk to each other politely and courteously
- Show kindness and care for others

### **Responsibilities of Staff**

Teachers and staff at the school who are paid, have a statutory responsibility to ensure pupils behaviour remains acceptable so that they and others are provided with the best environment for teaching and learning. Children who display unacceptable behaviour are managed by school staff following the procedure note on page 4. Staff are responsible for children's behaviour for all the time they are on site and not under the care/supervision of their parent/guardian.

#### **All staff will:**

- Comply with the school's policies and procedures
- Attend appropriate training
- Inform the Head Teacher of any concerns
- Treat children fairly and with respect
- Raise children's self-esteem and develop their potential by offering a high quality experiences
- Maintain high expectations of pupil behaviour and learning
- Provide an interesting, relevant and challenging curriculum
- Create a safe, stimulating and pleasant environment for learning
- Be clear and consistent in their approach to behaviour management
- Be a good role model for behaviour
- Establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
- Recognise each child as an individual and take into account the needs of each child
- Praise and reward appropriate behaviour and achievements
- Record unacceptable behaviour as listed in the sanctions/actions table

The Head Teacher will keep records (where appropriate) when managing behaviour and will report back to Governors on a regular basis.

### **Responsibilities of Parents/Carers**

We believe that a positive partnership with parents/carers is vital in promoting and maintaining high standards of behaviour. We ensure that all parents are aware of our behaviour policy by sharing it at the start of each academic year.

#### **We ask that our parents:**

- Ensure children attend school regularly and arrive on time each day, where it is statutory
- Inform the school immediately with a reason if their child is going to be absent from school
- Tell school staff about anything that may affect their children's learning and well-being at school
- Show an interest in all that their child does at school
- Offer help and support with learning at home, including the completion of home learning
- Encourage independence and self-discipline in their children
- Establish good communication with school staff and support the behaviour policy
- Encourage respect and good behaviour and make their children aware of inappropriate behaviour
- Work with school staff to address and review any behavioural issues with their children

### **Responsibilities of Governors**

The Governors work in partnership with staff, parents and children to create a safe and happy environment.

#### **Our Governors will:**

- Ensure that the school has a Behaviour Policy in place, with procedures that operate in accordance with the KITE Academy Trust, locally agreed inter-agency procedures and Government guidance
- Ensure that the Behaviour Policy is made available to parents and is accessible on the website
- Ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the KITE Academy Trust and locally agreed inter-agency procedures
- Ensure that staff undertake appropriate behaviour management training
- Review policies and procedures annually
- Ensure the implementation of the policy through careful monitoring

### **Rewards**

At Sandringham Infant and Nursery Academy, all classes tailor a behaviour management system, which is age appropriate. This ensures continuity of expectation in each year group. It is a positive behaviour management system reinforcing collaboration, as well as encouraging good behaviour from individuals.

#### **Children can earn rewards in several ways including:**

- Verbal and written praise
- Stickers to celebrate good learning and behaviour
- Stamps to celebrate and reflect upon good learning on work/in books
- Sparkly Star for displaying exceptional behaviour
- Celebration assembly to share and reflect on good learning and behaviour across the school
- Special 'WOW' moments celebrated in celebration assembly
- Showing work to other teachers and the Head Teacher
- Positive comments on particular successes during the day shared with parents at home time
- Celebration and WOW walls to share personal achievements from both at home and in school
- Star of the Week
- Invitation to a Golden Tea Party with the Head Teacher at the end of each half term for consistently outstanding behaviour and upholding the Sandringham values
- Celebration postcards sent home from the Head Teacher

### **Agreed School Sanctions**

Our aim is to resolve behavioural issues at the earliest stage. However, when a child's behaviour falls below an acceptable standard, a range of consequences will be used. When sanctions are used the child should understand that their behaviour has been unacceptable and the impact that this has had on themselves and others. We uphold the understanding that it is the behaviour that is disapproved of, not the child. Although persistent or serious misbehaviour needs to be managed appropriately and recorded, every child must feel that every day is a new and fresh start.

Reasonable adjustments can be made to our policy for children with special educational needs or disability. Specific systems for children who need extra support are agreed by the class teacher, the inclusion manager and the Head Teacher and through discussion with parents. Outside agencies eg Educational Psychologist and CAMHS may be involved at this stage.

The following strategies may be used for those who do not comply with the school's behaviour policy but it is important to consider the age, circumstances and individual needs of the child at every stage:

Level of Behaviour	Sanction	Action
<p><b>Low Level Examples:</b></p> <ul style="list-style-type: none"> <li>• Off task</li> <li>• Preventing others from learning</li> <li>• Rudeness</li> <li>• Interrupting</li> <li>• Inappropriate talking/chatting</li> <li>• Distracting others by making intentional noises (tapping)</li> <li>• Inappropriate behaviour in toilets or cloakroom</li> <li>• Misuse of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders about expected behaviour including having their peg remain on the green face</li> <li>• Verbal warnings</li> <li>• Non Verbal cues</li> <li>• Thinking chair (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>• Managed by staff in the classroom, appropriate to the individual and circumstance</li> </ul>
<p><b>Medium Level Examples:</b></p> <ul style="list-style-type: none"> <li>• Continuation of the low level behaviours described above</li> <li>• Being untruthful</li> <li>• One off use of bad language</li> <li>• Name calling</li> <li>• Tormenting behaviour</li> <li>• Spitting</li> <li>• Deliberate use of physical contact towards others; one off or on a few occasions</li> <li>• Rough playtime games that result in other children getting hurt (whether intentional or not)</li> <li>• Damaging equipment</li> <li>• Defacing other children's work</li> </ul>	<ul style="list-style-type: none"> <li>• Removal of name peg from the Green Face (quietly) for visual reminder</li> <li>• 1:1 verbal reminder of expected behaviour and how to change decisions</li> <li>• Removing from the situation and spending time in neighbouring class for reflection (if app.)</li> <li>• Thinking chair (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher made aware of consistent examples of medium level behaviours</li> <li>• Inclusion Manager involved and child monitored</li> <li>• Parents informed by class teacher at the end of the day and asked to follow up by discussion at home</li> <li>• Behaviour chart/log may be introduced into the classroom (if app.). Patterns in behaviour recorded.</li> <li>• Sensory or fiddle toys may be introduced to support the child managing their own behaviour</li> <li>• Child de-escalates with the support of adult intervention, distraction and within a reasonable time frame</li> </ul>
<p><b>High Level Examples:</b></p> <ul style="list-style-type: none"> <li>• Continuation of medium level behaviours described above</li> <li>• Taking other people's property</li> <li>• Physical outbursts against children or staff including; hitting, biting, kicking, pinching, throwing etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Exclusion by spending time in another class (internal exclusion)</li> <li>• Playground Exclusion (internal exclusion)</li> <li>• Separate playtimes</li> <li>• Letter of apology (KS1)</li> <li>• Parents to pay for damage to property</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed before the end of the school day</li> <li>• Intervention by the Inclusion Manager/SLT</li> <li>• Head Teacher informed</li> <li>• Where repeated high levels of behaviour is seen, parents to meet with class teacher and inclusion manager to discuss</li> </ul>

<ul style="list-style-type: none"> <li>• Use of bad language in context and towards another person (adult or child)</li> <li>• Threatening behaviour towards other children or staff</li> <li>• Attempting to abscond from the school site by threatening to climb gates, fences etc.</li> <li>• Deliberately damaging property which results in it being broken or unable to be used by others</li> </ul>		<p>any SEN needs and further support</p> <ul style="list-style-type: none"> <li>• Outside agencies contacted</li> <li>• Emotional Literacy sessions</li> <li>• SEN register (if app.)</li> <li>• Incident logged on CPOMS under 'behaviour' or 'cause for concern' category</li> <li>• Child de-escalates with the support of more than one adult and time in a quiet/safe space for them.</li> </ul>
<p><b>Extreme Level:</b></p> <ul style="list-style-type: none"> <li>• Continuation of high level behaviour described above</li> <li>• Violence towards other children</li> <li>• Violence towards adults</li> <li>• Absconding from the school site via gates, doors etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Child removed from class and/or communal areas</li> <li>• Internal Exclusion with the Head Teacher/Inclusion Lead (out of the classroom)</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher intervenes and works with Inclusion Lead to formulate a plan</li> <li>• Suzie Andrews (KITE) made aware of the child, behaviour needs and plan for support</li> <li>• Parents contacted by the Head Teacher immediately</li> <li>• Possible immediate suspension from school (refer to KAT Exclusion Policy)</li> <li>• Where accidents are deemed severe enough, OSHENs report is shared with Surrey County Council</li> <li>• De-escalation takes longer than usual for the child. They are physically and emotionally dysregulated. They unable to keep themselves safe.</li> </ul>

## **Bullying**

We are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a relaxed and secure atmosphere. We are committed to developing anti-bullying culture where no form of bullying will be tolerated.

Bullying is defined as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (DfE "Preventing and Tackling Bullying", October 2014) Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying can happen to anyone.

No form of bullying is tolerated at our school and firm action is always taken. If an incident of bullying occurs then it is brought to the Head Teacher's attention and it is always discussed with relevant staff members, including the Senior Leadership Team and appropriate action taken.

Opportunities are given to parents and children to talk to members of staff about anything that is troubling them. Support and advice is offered and parents are informed (See Anti-Bullying Policy).

### **Use of Reasonable Force – Positive Touch**

The safety of the children is paramount in all situations. All members of school staff have the legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property. We also have a legal duty to make reasonable adjustments for disabled children and those with SEN. We follow Positive Touch Training and staff can use nearby adults to support them with these actions. The actions that we take are in line with government guidelines on the restraint of children and all members of staff are aware of these regulations.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. A small number of children may need specific risk assessments completed and parents will always be informed if this is the case.

Any incident requiring the use of force would need to be reported to the Head Teacher and an incident report form completed by the member of staff concerned. The Head Teacher would make a decision as to how best to share with parents and appropriate next steps.

(Ref: DFE Publication: Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies -July 2013)

### **Exclusion**

Refer to KITE Exclusion Policy (2022)

Governors will be informed and if necessary a sub-committee of the Governors may be convened to investigate and report to the main Governing Body as appropriate. Parents have the right of appeal to the Governing Body against any decision to exclude their child.

### **Absconding**

If a child leaves their classroom without consent and during a period of behaviour, a member of staff will observe the child from a distance within the school grounds (alerting other members of staff) and encourage the child to return to the classroom using verbal techniques. Some children may have an agreed 'safe place' to go to where they will be monitored by a member of staff until they are ready to return.

The school site is secure but if the child manages to leave the school grounds a member of staff, will alert another member of staff and the Head Teacher. The Head Teacher will then contact the Police and parents.

### **Missing Child**

If a child has gone missing then an immediate search of the school and the grounds will be undertaken plus other staff will be made aware. If the child is not found then the Head Teacher will be informed immediately along with the police and the child's parents.

### **Safety of Staff**

We welcome visitors to our school however we act to ensure that it remains a safe place for pupils, staff and all other members of our community. Any abusive threatening or violent behaviour will not be tolerated at our school. Anyone behaving in this way will be asked to leave the premises and the police called.