



# SAUNCEY WOOD PRIMARY SCHOOL

## Behaviour Policy

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| <b>Responsible Committee</b> | <b>Full Governing Body</b>                                                                                                                                                                                                    |
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| <b>Source</b>                | <b>Behaviour in Schools</b> (DfE, Feb 2024)<br><b>Suspension and Permanent Exclusion</b> (DfE, Sept 2023)<br><b>Searching, Screening and Confiscation</b> (DfE, July 2022)<br><b>Use of Reasonable Force</b> (DfE, July 2013) |
| <b>Reviewed</b>              |                                                                                                                                                                                                                               |
| <b>Ratified</b>              |                                                                                                                                                                                                                               |
| <b>Next review date</b>      |                                                                                                                                                                                                                               |

## CONTENTS

| Section    |                                                                                                                                                                                                                             |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1          | Introduction                                                                                                                                                                                                                |
| 2          | Related documents                                                                                                                                                                                                           |
| 3          | Our expectations: rights and values                                                                                                                                                                                         |
| 4          | Aims and expectations                                                                                                                                                                                                       |
| 5          | The role of the governing body                                                                                                                                                                                              |
| 6          | The role of the headteacher                                                                                                                                                                                                 |
| 7          | The role of the class teacher                                                                                                                                                                                               |
| 8          | The role of all staff                                                                                                                                                                                                       |
| 9          | The role of parents and carers                                                                                                                                                                                              |
| 10         | The role of pupils                                                                                                                                                                                                          |
| 11         | Mobile phones                                                                                                                                                                                                               |
| 12         | Promoting pro-social behaviour<br>12.1 Classroom behaviour<br>12.2 Playground behaviour<br>12.3 Useful strategies for staff                                                                                                 |
| 13         | Rewards and consequences                                                                                                                                                                                                    |
| 14         | Managing anti-social behaviour                                                                                                                                                                                              |
| 15         | Responding to anti-social behaviour from pupils with SEND<br>15.1 Recognising the impact of SEND on behaviour<br>15.2 Adapting sanctions for pupils with SEND<br>15.3 Pupils with an education, health and care plan (EHCP) |
| 16         | Removal from the classroom                                                                                                                                                                                                  |
| 17         | Suspension and permanent exclusion                                                                                                                                                                                          |
| 18         | Bullying and racist incidents                                                                                                                                                                                               |
| 19         | Searching and confiscation                                                                                                                                                                                                  |
| 20         | Drug and alcohol related incidents                                                                                                                                                                                          |
| 21         | Behaviour outside the school day                                                                                                                                                                                            |
| 22         | Reflect, repair and restore                                                                                                                                                                                                 |
| 23         | Monitoring and review                                                                                                                                                                                                       |
| Appendix A | Governing body statement of behaviour principles                                                                                                                                                                            |
| Appendix B | Behaviour chart                                                                                                                                                                                                             |
| Appendix C | Touch guidance                                                                                                                                                                                                              |
| Appendix D | Roots and fruits                                                                                                                                                                                                            |
| Appendix E | Individual risk management plan                                                                                                                                                                                             |

## 1. INTRODUCTION

At Sauncey Wood Primary School, we know that good behaviour is central to a good education. It is our intention to provide a calm, safe and supportive environment in which all our children can learn and thrive. We believe that being taught how to behave well and appropriately is vital for all children to succeed.

## 2. RELATED DOCUMENTS

- Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Home School Agreement

## 3. OUR EXPECTATIONS

The 3 Rights of Sauncey Wood explain our expectations of all members of our school community:

- Right to learn
- Right to respect
- Right to be safe and included

We teach these rights, along with the responsibilities that go alongside them, to our children. All children have a right to learn, but all children also have a responsibility to behave in a way that allows other children to learn. All members of our school community have a right to respect, but they also have a responsibility to show respect to others. All members of our school community have a right to be safe and included, but they also have a responsibility to behave in a way that allows others to be safe and included.

These rights are underpinned by our values:

- Co-operation
- Resourcefulness
- Reflectiveness
- Perseverance
- Curiosity

## 4. AIMS AND EXPECTATIONS

- a. It is a primary aim of our school that every member of our community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our Behaviour Policy is, therefore, designed to support the way in which all members of the school can learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- b. This Behaviour Policy is a means of promoting good relationships so that people can work together with a common purpose of helping everyone to learn whilst ensuring rule enforcement where necessary.
- c. We expect every member of our community to behave in a considerate way towards others. We treat all children fairly and we apply the Behaviour Policy in a consistent manner, but taking individual needs into consideration where necessary (see section 10c).
- d. This policy aims to help children to become positive, responsible and increasingly independent members of the school and wider community.
- e. We acknowledge and celebrate good behaviour and we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good (or pro-social) behaviour as well as to deter poor (or anti-social) behaviour.

## 5. THE ROLE OF THE GOVERNING BODY

- a. The Headteacher has the day-to-day authority to implement the school's Behaviour Policy but the Governing Body may give advice to the Headteacher about particular disciplinary issues.
- b. The Governing Body has strategic responsibility for behaviour. They shall ensure that competent behaviour advice is available in order to assist line management and comply with regulatory controls. The Governing Body's Statement of Behaviour Principles can be found in Appendix A.

## 6. THE ROLE OF THE HEADTEACHER

- a. It is the responsibility of the Headteacher to implement the school's Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. The Headteacher should ensure that all staff are following the policy and modelling expected standards of behaviour.
- b. The Headteacher will ensure the induction process for all new staff includes an understanding of this Behaviour Policy and that behaviour management will form part of the continuing professional development for all staff.
- c. The Headteacher also has responsibility for giving suspensions to individual pupils for serious acts of anti-social behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

## 7. THE ROLE OF THE CLASS TEACHER

- a. It is the responsibility of the class teacher to ensure that the 3 Rights of Sauncey Wood and the school's values are followed and that all children in the class behave in a responsible manner, so that teachers can teach and children can learn. Class teachers in our school have high expectations of the children with regards to behaviour and they strive to ensure that all children behave to the best of their ability. The class teacher treats each child fairly and applies the school's expectations fairly. Teachers treat all children with respect and understanding. If a child misbehaves in class, the class teacher deals with the incident themselves using the school's agreed sanctions.
- b. The class teacher may seek advice and support from a member of the SLT if, despite their best efforts, anti-social behaviour continues. If there are concerns about the behaviour of a child, the class teacher may contact the child's parents/carers and ask to meet to discuss the situation.

## 8. THE ROLE OF ALL STAFF

All staff have an important role to play in developing a calm and safe environment for all children and establishing clear boundaries of acceptable pupil behaviour. All staff uphold the school's approach to behaviour by modelling and teaching expected behaviour and positive relationships so that children can see examples of good habits and are confident to ask for help when needed.

## 9. THE ROLE OF PARENTS AND CARERS

- a. The role of parents is crucial in helping the school develop and maintain good behaviour. We encourage parents, where possible, to take part in the life of the school and its culture so as to develop strong partnerships between home and school.
- b. We expect parents to support their child's learning and to co-operate with the school as set out in our Home School Agreement [parent handbook \(saunceywood.herts.sch.uk\)](http://saunceywood.herts.sch.uk/parent-handbook).
- c. If we have to use consequences, we expect parents to support our actions. If parents have concerns about the way their child has been treated, they should initially contact the class teacher by sending an email to [admin@saunceywoor.herts.sch.uk](mailto:admin@saunceywoor.herts.sch.uk) with 'For the attention of (class teacher's name)' in the subject line. If they feel that further discussion is necessary, they should contact the Headteacher by sending an email to [admin@saunceywood.herts.sch.uk](mailto:admin@saunceywood.herts.sch.uk) with 'For the attention of the headteacher' in the subject line. If these discussions cannot resolve the problem, a copy of the complaints procedure is available from the office or the school website [Policies \(saunceywood.herts.sch.uk\)](http://saunceywood.herts.sch.uk/policies).

## 10. THE ROLE OF PUPILS

- a. All children are expected to adhere to acceptable standards of behaviour as outlined in the policy. All Sauncey Wood children have a right to learn in an environment that is calm, safe and supportive and where they are treated with dignity. To achieve this, every child is made aware of our behaviour expectations, pastoral support, rewards for pro-social behaviours and consequences for anti-social behaviours. We teach the children that they have a duty to uphold the 3 Right of Sauncey Wood and the school's values.
- b. We make provision for all new children to ensure they understand our behaviour expectations, providing extra support where necessary.
- c. **Pupils with Special Educational Needs (SEND):** We expect all children to conform to acceptable standards of behaviour. However, this will be more difficult for some children at certain times, but particularly for some children with SEND. For these children, the school has a responsibility to make

adjustments to the procedures outlined in this policy and it may be necessary to reward small, attainable steps in order to encourage progress. Some children may need expectations to be modified to manage their behaviour and may need the support of outside agencies. It is important to note that the school has a duty of care to all children and staff. If, despite additional support, behaviours of individual children impact adversely on the safety and wellbeing of other members of our school community, the Headteacher reserves the right to suspend or exclude children who put themselves or others at risk.

## 11. MOBILE PHONES

Children in Y5 and Y6 are permitted to bring a mobile phone to school. They must switch the phone off prior to entering school grounds, hand the phone to their teacher as they enter the classroom, collect the phone from their teacher at the end of the school day and not switch it on until they have left school premises. No other child is permitted to bring a phone to school. If any child is found to have a mobile phone in school and has not followed these requirements, the phone will be removed from them by a member of SLT and kept securely until collected by the child's parent/carer.

## 12. PROMOTING PRO-SOCIAL BEHAVIOUR

We teach behaviour as we teach other areas of the curriculum, through modelling of and praise for pro-social behaviour. A distinction is made between developmental behaviour and behaviour that is persistently inappropriate. We teach our children about their feelings and emotions during everyday teaching opportunities, PSHE lessons and assemblies. A calm, engaging learning environment is as conducive to outstanding behaviour as it is to outstanding learning. All children are treated sensitively; criticism focuses on the behaviour, not the individual child.

### 12.1 Classroom behaviour

At the beginning of each year, the children, with the help of their teacher, decide on a set of positive learning behaviours that they believe will make for a happy and successful learning environment. Once these have been agreed they are displayed in the classroom as a reminder and the children are expected to abide by them, encouraged by the part they played in forming them. Staff are expected to refer to them frequently.

### 12.2 Playground behaviour

Staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with children and monitoring their behaviour. Staff must not stand together chatting. Children are less likely to misbehave if they know staff are vigilant.

At lunchtime, the staff organise a variety of activities that children are encouraged to participate in. This gives them something purposeful to do at lunchtimes, reducing the likelihood of anti-social behaviour.

If a child approaches a member of staff to complain about the behaviour of another child, they must always be listened to and appropriate action must be taken. They must never be told to ignore the child who has upset them or to go away and play with someone else. Staff should support children in resolving disputes where possible, e.g. if a child reports that 'Child X' has been unkind to them, the child can be supported in telling 'Child X' that he/she has hurt their feelings.

### 12.3 Useful strategies for staff

- a. **Three positives before a negative:** this can apply to individual children as well as to groups and whole classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the classroom, aim to praise the work or behaviour of three children before you criticise one. The lesson children learn is that they are more likely to get your attention when they behave or work well than when they make inappropriate choices. Make sure the praise is specific (see section k - catch the children being good).
- b. **Public praise and private criticism:** for most children, public acknowledgement of good behaviour can have a positive impact. Criticism of unacceptable behaviour should be as private as possible as it has the potential to lower a child's self esteem and could increase the inappropriate behaviour. Avoid standing on one side of the classroom and reprimanding a child on the other side of the room. The

audience provided by the rest of the class can prove rewarding for the child and make the rest of the class feel 'told off' too. For children who find public verbal praise hard to handle, non-verbal praise such as a smile, a nod of the head or a thumbs up can be just as effective.

- c. **Be consistent:** where there is inconsistency in schools, children are more likely to push the boundaries as they have a need for the world to be as reliable as possible. When staff act consistently and reliably they help children feel safer and less anxious. This in turn will make it less likely that events will trigger unacceptable behaviour. Class teachers should have a plan for children who are likely to misbehave and they should ensure the other adults who work in the class know the plan too.
- d. **Give children a choice:** give children a limited choice as often as possible. Being given choices increases a child's sense of independence which in turn contributes to the development of their self-esteem, e.g. 'stop talking where you are or move to this seat'.
- e. **Acknowledge feelings:** children sometimes misbehave because they are upset; they can attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to get your attention. Pay particular attention to vulnerable children at the start of the school day.
- f. **Model desired behaviour:** it is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or despair in adults. If staff feel that their emotions are getting in the way of them dealing with a situation effectively, they should ask another member of staff to step in.
- g. **Scan the classroom:** children are impressed by teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head. It is important for staff to put themselves in a position where they can see what is going on and scan for children who are off-task. Staff should listen for changes in patterns of conversation which might indicate off-task behaviour. Staff can refocus children by making eye contact with them or repositioning themselves.
- h. **Maintain frequent contact:** aim to make frequent task-centered contact with all children. This will communicate that attention is predominantly given for being on task. For children who have difficulty maintaining concentration, more frequent contact will have to be made: notice what they have already achieved, ask what they have to do next and remind them you will be back later to have another look at what they are doing.
- i. **Be prepared:** have clear routines for transitions and for stopping the class. Teach these to the children. Discuss them with other teachers who teach your class, e.g. PPA teacher, and try to develop a consistent approach. Ensure all resources are prepared in advance - spending a few minutes setting up the classroom at the beginning of playtime (putting exercise books on tables, ensuring whiteboards and pens are accessible...) is worthwhile if it reduces the possibility of children disrupting the lesson while they are waiting for resources to be distributed. Children can help with this.
- j. **Be aware of yourself:** when dealing with disruptive situations, consider the following:
  - your position in the classroom
  - your proximity to disruptive children
  - your facial expression
  - the tone and volume of your voice
  - your body language
  - your use of eye contactDo they all communicate your confidence and authority?  
Communicating calmness is a skill to be learned but is very effective in diffusing a situation.
- k. **Catch the children being good:** this can be more challenging for some children but it is important. Noticing and acknowledging anything that demonstrates the child is on task or behaving in a pro-social manner can encourage the child to continue the good behaviour. This can include:
  - lining up one behind the other
  - shutting their locker door
  - coming into the classroom quickly and quietly
  - following instructions the first time asked
  - helping with the tidying up
  - holding the door open for someone
  - remaining on task

- being a good friend
- saying please and thank you
- asking for help
- remaining calm in a difficult situation
- telling an adult of a problem on the playground rather than fighting or arguing
- asking before they borrow something
- taking turns and waiting for others

### 13. REWARDS AND CONSEQUENCES

- a. At Sauncey Wood, we acknowledge the efforts and achievements of our children, both in and out of school. We acknowledge, praise and celebrate children for demonstrating good behaviour in a variety of ways – see Appendix B.
- b. We employ a number of consequences when children do not uphold our Rights and Values. Logical consequences are applied appropriately to each individual situation, with a graduated response, to promote positive behaviour, to help repair and restore and to achieve long- term improvement. School consequences are listed in Appendix B.
- c. Staff only intervene physically to restrain children or to prevent injury to a child if a child is in danger of hurting him/herself or others, or if significant damage could occur. The actions we take are in line with government guidelines on physical intervention and are detailed in Appendix C of this policy.
- d. When managing a difficult situation, staff are encouraged to use the de-escalation script attached to their lanyard. The de-escalation script is designed to remove heat from a situation and create space and time for the child and the adult.
  - Child's name
  - I can see something has happened
  - I am here to help
  - Talk and I will listen
  - Come with me and ...

### 14. MANAGING ANTI-SOCIAL BEHAVIOUR

Depending on the severity of the behaviour, differing courses of action will be applied (see Appendix B).

When a child is not demonstrating pro-social behaviour, staff will:

- Praise the pro-social behaviour of other children.
- Give a non-verbal signal to the child who is misbehaving.
- Talk calmly to the child, encouraging them to make the right choice and to conform to acceptable standards of behaviour.
- Give the child the option of working on their own at a different table or outside the classroom.
- Make it clear that behaviour that hurts, either physically or emotionally, or behaviour that irritates or offends, is not acceptable.
- If necessary, reassure the other child or children by explaining to them that action is being taken to stop the unacceptable behaviour.
- In cases of extreme anti-social behaviour that could physically harm children or staff, it may be safer to remove the rest of the class from the scene and to send for assistance to deal with the misbehaving child.

There is no corporal punishment and no after school detention.

We use a Therapeutic Thinking approach to difficult and dangerous behaviour. Adults' responses to these behaviours will aim to de-escalate the behaviour and may include:

- **Positive phrasing:** 'Come and sit next to me for the story. Come and sit next to me Peter. Well done for sitting next to me Peter.' or 'Come and walk around with me. Come and walk around with me Ava. Thank you for walking around with me.'
- **Repetitive limited choice:** 'We are going to talk now Peter. We can talk at this table or talk in the library. Where would you like to talk Peter – table or library?'

- **De-escalation script:** Ava. I can see something has happened. I am here to help. Talk and I will listen. Come with me and...'
- **Disempower the behaviour:** 'Peter, you can listen to the story from there.'
- **Educational consequences:** completing tasks in the child's own time; rehearsing (e.g. how to walk quietly and sensible along the corridor); assisting with repairs.

When pro-social behaviour is persistently not being demonstrated, we believe it is important to begin to understand the underlying causes for the behaviour. Behaviour management needs to be personalised to meet the very specific needs of each individual child and any special circumstances influencing the child's behaviour. Roots and Fruits (Appendix D) supports staff in identifying the underlying influences on a child's behaviour by focussing staff on recording the child's positive and negative experiences in life that may have led to their negative feelings and behaviours.

## 15. RESPONDING TO ANTI-SOCIAL BEHAVIOUR FROM PUPILS WITH SEND

### 15.1 Recognising the impact of SEND on behaviour

At Sauncey Wood, we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of anti-social behaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of anti-social behaviour will be made on a case-by-case basis.

When dealing with anti-social behaviour from children 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 any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children 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 co-operate 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.

### 15.2 Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil 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.

### 12.3 Pupils with an education, health and care plan (EHCP)

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

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an early review of the EHCP.

## 16. REMOVAL FROM THE CLASSROOM

- Occasionally, for serious disciplinary reasons, it may be necessary for a pupil to spend a limited time out of the classroom at the instruction of a senior member of staff. The use of removal allows



continuation of the child's education in a supervised setting. The continuous education provided may differ from what other children in the removed child's class are doing, but it will be meaningful for that child.

- b. Removal from the classroom will be considered a serious sanction and will only be considered once other behaviour strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal.
- c. Parents will be informed on the same day if their child has been removed from the classroom. For children with a social worker, the social worker will be informed. For Children Looked After, the Virtual School Education Adviser will be informed.
- d. The school will collect, monitor and analyse removal data in order to look for patterns of behaviour and consider the effectiveness of the use of removal.

## **17. SUSPENSION AND PERMANENT EXCLUSION**

- a. We do not wish to suspend or exclude any children from our school, but sometimes this may be necessary. We refer to this Behaviour Policy and local and national guidance in any decision to suspend or exclude a child from school.
- b. Only the Headteacher (or person appointed by the Governing Board as Interim or Acting Headteacher) can suspend or permanently exclude a child. A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- c. When establishing the facts in relation to a suspension or permanent exclusion decision, the Headteacher will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
- d. The Headteacher may use a suspension to provide a clear signal of what is unacceptable behaviour and to show a child that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a child, the school will consider whether additional strategies need to be put in place to address behaviour concerns.
- e. A permanent exclusion is when a child is no longer allowed to attend the school (unless they are reinstated). The decision to permanently exclude a child will only be taken:
  - in response to a serious breach or persistent breaches of the Behaviour Policy; and
  - where allowing the child to remain in the school would seriously harm the education or welfare of the child or others such as staff or other children.
- f. The Headteacher may cancel any exclusion that has already begun, providing it has not yet been reviewed by the Governing Board.

## **18. BULLYING AND RACIST INCIDENTS**

We do not tolerate bullying or racism of any kind. Any incidents of bullying or racism are recorded on CPOMS and we will act immediately to stop any further occurrences of such behaviour. See our Anti Bullying Policy <https://www.saunceywood.herts.sch.uk/policies>

## **19. SEARCHING AND CONFISCATION**

- a. Searching can play a crucial role in ensuring that our school is a safe environment for all children and staff. It acts as a measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour which allow children to learn and thrive.
- b. The Headteacher, or other member of the Senior Leadership Team in the absence of the Headteacher, has a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item in school. Prohibited items are:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco
  - fireworks
  - pornographic images
  - any item that has been or is likely to be used to commit an offence, cause personal injury or damage property

- c. Further guidance is available here: [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/searching-screening-and-confiscation-at-school)

## **20. DRUG AND ALCOHOL RELATED INCIDENTS**

- a. It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent/carer should notify the school office and complete an “authorisation to give” form. Any medication needed by a child while in school must be taken under the supervision of a member of staff and is kept securely in the office.
- b. We take very seriously a child bringing into school any unauthorised substances. The parents/carers of any child involved will be notified immediately. Any child who is found to have brought into school any type of illegal substance will be liable to a suspension. The child will not be re-admitted to the school until a parent/carer of the child has visited the school and discussed the seriousness of the incident with the Headteacher. The Headteacher reserves the right to inform Children’s Services and/or the police if such an incident takes place. If the behaviour is repeated, the possibility of permanent exclusion will be considered.
- c. If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other children, the child will be permanently excluded and both Children’s Services and the police will be informed.

## **21. BEHAVIOUR OUTSIDE THE SCHOOL DAY**

When travelling to and from school, all children are expected to behave in such a way as to give members of the public a good impression of Sauncey Wood Primary School. Schools have the power to sanction children for misbehaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to discipline children for misbehaviour outside of the school premises.

## **22. REFLECT, REPAIR AND RESTORE**

It is essential that everybody involved in a harmful incident is given time to emotionally recover before the process of reflect, repair and restore can begin. The adult may ask the child questions to:

- Explore what happened (tell the story).
- Explore what people (the children and adults involved) were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how relationships can be repaired.
- Summarise what has been learnt so responses will be different next time.

## **23. MONITORING AND REVIEW**

- a. The Headteacher monitors the effectiveness of this policy on a regular basis, reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- b. The Governing Board reviews this policy every year or earlier than this if the government introduces new regulations, or if the Governors receive recommendations on how the policy might be improved.

## Appendix A Governing Body Statement of Behaviour Principles

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Section 88(2) of the EIA requires governing bodies to:

- make, and from time-to-time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The Governing Body of Sauncey Wood Primary School has produced the following written statement of behaviour principles:

- All children, staff and visitors have the right to feel safe, valued and respected, and learn free from the disruption of others.
- Sauncey Wood Primary School is an inclusive school and all pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to pupils.
- Rewards, sanctions and reasonable force are known, understood and used consistently by staff, in line with the behaviour policy.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way to reward good behaviour around the school.
- The Behaviour Policy and associated school rights and values are understood by pupils and staff.
- It is recognised that the use of rewards and sanctions must have regards to the individual situation and the individual child and the Headteacher is expected to use their discretion in their use. Sanctions however should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary.
- The Behaviour 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.
- Governors expect pupils and parents to cooperate to maintain an orderly and positive climate for learning.
- Families are involved in behaviour incidents to foster good relationships between the school and the pupils' home life.



## Behaviour Chart

| Stage                                | Examples of Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Rewards and Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pro-social behaviour</b>          | We notice and acknowledge positive behaviours such as upholding the 3 Rights of Sauncey Wood (Right to Learn, Right to Respect, Right to Be Safe and Feel Included) and upholding the Sauncey Wood Values (Co-operation, Resourcefulness, Reflectiveness, Perseverance and Curiosity).                                                                                                                                                                                                                                                       | <b>Rewards:</b> house points, headteacher's award, a special privilege (e.g. lunch with a member of staff, helping the headteacher in assembly), 5 mins free choice, Star of the Week certificate, Values certificate, sports certificate, postcard home, governors' award, or other suitable rewards.                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Stage 1 anti-social behaviour</b> | This is day-to-day behaviour that is managed by any member of staff, e.g. calling out, tapping, swinging on chairs, carrying on working when the teacher is talking, stopping other children from learning, running in the corridor, being too noisy in the dining hall, not lining up as instructed (quietly and one behind the other), getting involved in other children's arguments, snatching toys from other children, getting in someone's personal space.                                                                            | <b>Consequence:</b> eye contact, verbal reminder by any member of staff stated in a positive way, e.g. 'walking, thank you' instead of 'don't run', or 'tapping your pencil on the table is stopping other children from concentrating on their learning' instead of 'stop tapping your pencil'.<br><br>A few minutes 'time out' at playtime, e.g. 3 minutes walking around with the member of staff on duty to reflect on consequences of behaviour.<br><br>Child gives a verbal apology.                                                                                                                                                                                               |
| <b>Stage 2 anti-social behaviour</b> | Persistence in relation to any stage 1 behaviours.<br>Refusing to follow adult instructions, wandering around the classroom during learning time, refusing to enter the classroom, answering back, shouting across the classroom, writing and/or passing notes around the classroom during learning time, refusing to change into or out of PE kit, inappropriate behaviour in the toilets, name-calling, saying unkind words, one-off swearing that is not directed at a person, pushing and shoving, spitting (not directed at a person).  | <b>Consequence:</b> loss of 5 mins play/lunchtime to make up for lost learning time or to reflect on consequences of behaviour with member of staff.<br><br>Child given a limited choice, e.g. 'stop talking where you are or move to another seat'.<br><br>Child gives a verbal or written apology.<br><br>Informal contact with parents, e.g. mention at pick-up, phone call or email. This must be recorded on CPOMS.                                                                                                                                                                                                                                                                 |
| <b>Stage 3 anti-social behaviour</b> | Persistence in relation to any stage 2 behaviours.<br>Physical violence (hitting, kicking, pinching, pulling hair) against a child, making insulting or unkind comments about the appearance of a member of staff, spitting directly at a person, making fun of children with special needs or disabilities, swearing, bringing arguments from play/lunchtime into learning time, damaging or breaking school or other peoples' property, graffiti, spreading rumours about another child, provoking or goading another child, telling lies. | <b>Consequence:</b> loss of 10 mins play/lunchtime to make up for lost learning time or complete unfinished learning at home. A protective consequence such as limited access to outside space. Assisting with repairs or cleaning graffiti. Discussion with member of SLT to reflect on consequences of behaviour.<br><br>Child gives a verbal or written apology.<br><br>Parents must be informed in person through a meeting or a phone call. The behaviour and the discussion with parents must be recorded on CPOMS.<br><br>SLT discussion with class teacher to consider: Roots and Fruits (Appendix D), Individual Risk Management Plan (Appendix E), referral to outside agency. |
| <b>Stage 4 anti-social behaviour</b> | Persistence in relation to any stage 3 behaviours.<br>Racism, bullying, physical violence against a member of staff or visitor, throwing items that could harm a person, leaving (or attempting to leave) the school grounds without permission.                                                                                                                                                                                                                                                                                             | <b>Consequence:</b> immediate removal of the child from the scene. Parents invited to a meeting with the class teacher and headteacher. Child gives a written apology.<br><br>Behaviour at Stage 4 could lead to a suspension.<br><br>SLT discussion with class teacher to consider: Roots and Fruits (Appendix D), Individual Risk Management Plan (appendix E), referral to outside agency.                                                                                                                                                                                                                                                                                            |
| <b>Stage 5 anti-social behaviour</b> | Persistence in relation to any stage 4 behaviours.<br>Extremely dangerous or violent behaviour against another pupil or a member of staff/visitor, false accusation against a member of staff                                                                                                                                                                                                                                                                                                                                                | <b>Consequence:</b> immediate involvement of the headteacher. Parents contacted straight away.<br><br>Behaviour at Stage 5 is likely to lead to a suspension or permanent exclusion.<br><br>Child gives a written apology.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



## Appendix C Touch Guidance

All members of staff are able to physically guide, touch or prompt children in appropriate ways at the appropriate time. Staff may need to physically touch, guide or prompt children if they require personal care, assistance with writing, eating, drinking etc or to positively guide them away from situations.

### 1. Appropriate touch

**1.1 Hugging:** hugs should be initiated by the child, not the adult. If a child seeks a hug for comfort, staff should aim to use a 'school hug', i.e. a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves in to the adult. The school hug can be performed standing or sitting.

**1.2 Hand-holding:** we recognise that children sometimes enjoy holding hands with the adults around them. This is acceptable when the hand-holding is initiated by the child, not the adult. If the hand-holding is being used by an adult as a method of control to move children, then this can become restraint. This must be avoided.

**1.3 Lap-sitting:** we discourage lap-sitting. Children should be taught to seek comfort/attention through other means, e.g. the school hug or holding hands. If a child attempts to sit on an adult's lap, the adult will explain that children do not sit on adults' laps at school and ask them to sit side-by-side instead. If the child seeks physical comfort, this can be done through linking arms, hand-holding or the adult putting an arm across the child's shoulder.

### 2. Positive handling

Sometimes it is necessary to guide children. All staff who have completed the Therapeutic Thinking Hertfordshire Step On training have been trained how to do this in a way that does not cause harm to the child or put anyone at risk. The most risk free way is to form a 'mitten' shape with the fingers and thumb and place the hand just above the child's elbow. The child's elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out.

#### 2.1 Open mitten: used to support, guide or escort a child

- Fingers together
- Thumbs away from fingers
- Palms parallel to the floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

#### 2.2 Closed mitten: used to draw a child close

- Flat hand
- Fingers and thumb together

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

#### 2.3 Offering an arm: to support, guide or escort

- Hip to hip
- Arm is offered
- Child accepts the offer
- Communicate intention
- Draw elbow in for extra security

#### 2.4 Supportive hug: to support, guide or escort or to communicate comfort or reward

- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script

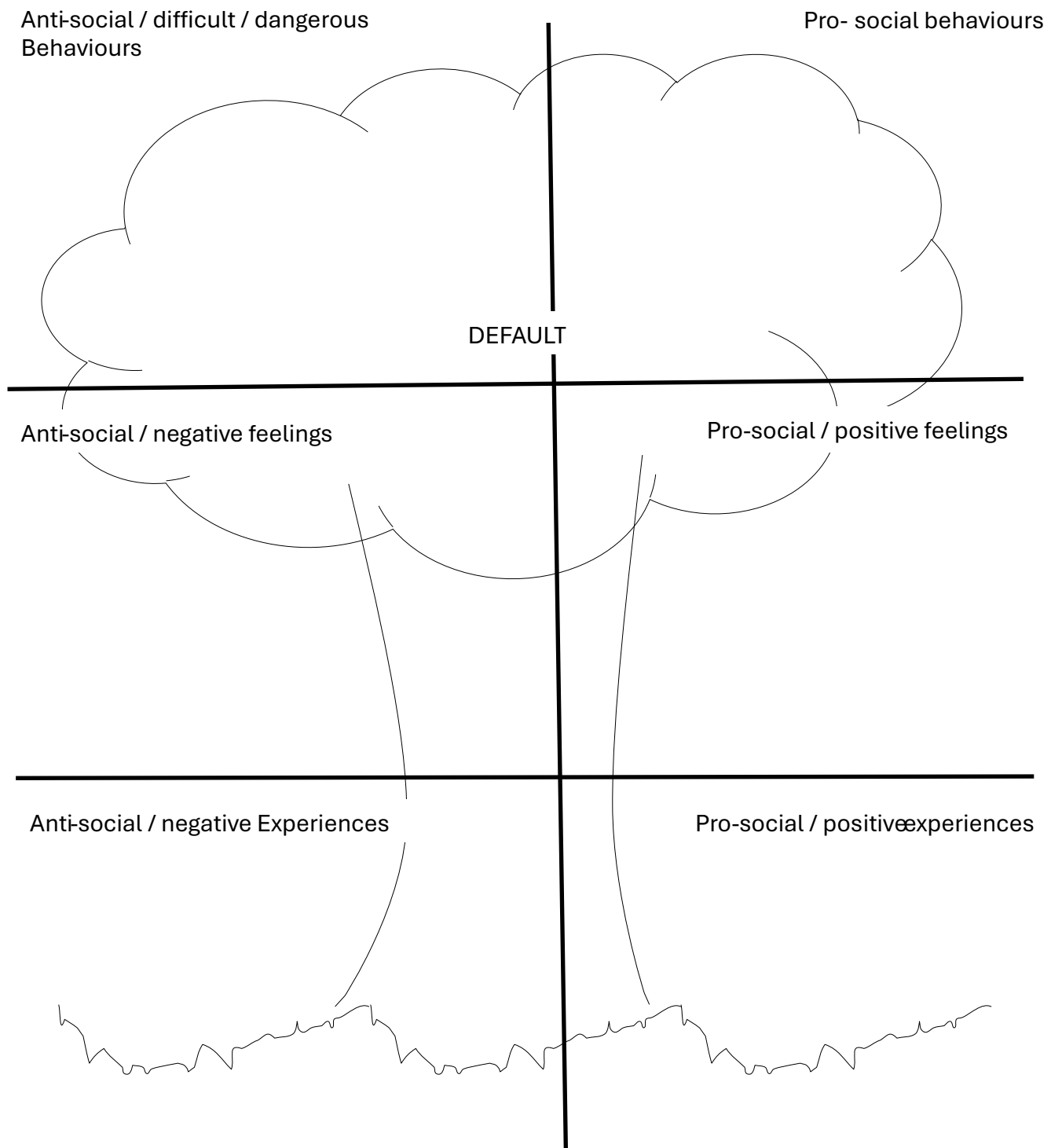
## **2.5 Supportive arm: to support, guide or escort**

- Maintain penguin shape
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script

Very occasionally, incidents may occur where a child needs to be positively handled to prevent them self or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm). There may be occasions where staff need to use restraint e.g. to stop a child running into the road, or other situations which present immediate serious harm. In all cases staff, must use their best judgement and ensure all actions are reasonable, proportionate and necessary. As soon as is practical, a senior member of staff must be informed, along with the child's parents, and the incident recorded on CPOMS.

## Appendix D – Roots and Fruits

|                  |  |
|------------------|--|
| Name             |  |
| Supporting Staff |  |
| Date             |  |
| Review Date      |  |







**Appendix E – Individual Risk Management Plan**

|              |             |              |                     |
|--------------|-------------|--------------|---------------------|
| <b>Name:</b> | <b>DOB:</b> | <b>Date:</b> | <b>Review Date:</b> |
|--------------|-------------|--------------|---------------------|

|                                                                                     |                              |
|-------------------------------------------------------------------------------------|------------------------------|
| <b>Risk reduction measures and differentiated measures (to respond to triggers)</b> |                              |
| <b>Pro social / positive behaviour</b>                                              | <b>Strategies to respond</b> |
| <b>Anxiety / DIFFICULT behaviours</b>                                               | <b>Strategies to respond</b> |
| <b>Crisis / DANGEROUS behaviours</b>                                                | <b>Strategies to respond</b> |
| <b>Post incident recovery and debrief measures</b>                                  |                              |

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person..... Date.....**

