

Behaviour Statement of Procedures

Key Document Details

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1. Aims and Expectations:

As part of The White Horse Federation, Forest and Sandridge Primary School implements TWHF Behaviour and Discipline Policy. To ensure that it is effectively implemented across the whole school, this document identifies the localised procedures and expectations to ensure that there is a consistent approach to behaviour management and in celebrating positive behaviours and the achievements of individuals.

It is our primary aim at Forest and Sandridge that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community and we encourage all of our stake holders to be the best version of themselves, all of the time.

Our approach is a means of promoting good relationships so that all members of our school community can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

At Forest and Sandridge, we recognise that behaviour is a form of communication and it is the intention of this policy to outline how, as a school, we consistently reward positive behaviour and manage instances of behaviour that does not meet our expected standard, ensuring that appropriate support is put in place, where necessary.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community who can take care of themselves, each other and the world they live in.

2. Our School's Christian Vision and Behaviour:

We will strive to ensure that every child is valued as a unique individual who has been created in the image of God. Our Christian values of **respect, compassion, courage and humility** will form the foundation of everything we do in school. Our Christian ethos will be demonstrated in the main through the relationships that people have with each other here.... between adults and children, adults and adults and children and children.



At Forest & Sandridge our behaviour procedures reflect our Christian vision and values. We recognise and understand that it is vital to treat all children as unique and individual. We know that behaviour is a form of communication and we all work to ensure that a child's educational, social, emotional and mental health needs are met.

All members of our school community are expected to live by our core Christian values. These underpin our procedures:

- Compassion
- Courage

- Respect
- Humility

We explore other Christian values throughout the year which all members of the school community are also expected to demonstrate. Children develop a clear understanding of these, particularly through collective worship:

Courage	Creativity	Peace
Trust	Forgiveness	Justice
Thankfulness	Friendship	Hope
Compassion	Truthfulness	Humility

Generosity	Respect & Reverence	Wisdom
Perseverance	Service	Responsibility

We believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

3. Expectations – Responsibilities and Rights:

The role of CPOMS as a recording tool:

CPOMS is a tool that is used by all adults in the school to record instances of behaviour that breaches our school policy. CPOMS is regularly reviewed for trends by the senior leadership/safeguarding team/s.

We believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

Responsibilities of Pupils:

- To live by our school values and demonstrate them in school daily;
- To treat others with consideration and respect;
- To listen when others are speaking;
- To follow instructions from teachers and other members of staff;
- To try to sort out difficulties themselves, with support available if needed;
- To ask for help when needed;
- To do their best;
- To let others learn;
- To observe school rules;
- To be ready for lessons and to have the equipment that they need.

Rights of Pupils

- To be able to learn to the best of their ability;
- To be treated with consideration and respect;
- To be listened to by adults in school;
- To know what is expected;
- To feel safe;
- To be treated fairly;
- To have educational, social, emotional and mental health needs met.

Responsibilities of Staff

- To live by our school values and demonstrate them in school daily;
- To create a safe and stimulating environment in which pupils can learn;
- To treat everyone with consistency and respect at all times, without regard to race, gender or ability;
- To communicate effectively with each other, children, parents and the wider community;
- To meet the educational, social, emotional and mental health needs of the children.

Rights of Staff

- To be treated with respect by pupils, parents and colleagues;
- To be able to teach to the best of their ability;
- To be listened to by others in school;
- To be clear on what is expected of them in their role;
- To feel safe;
- To be fully supported in regards to mental health and wellbeing;
- To be treated fairly.

Responsibilities of Parents

- To support school rules and guidelines;
- To ensure that children attend school regularly;
- To ensure that children arrive at school on time;
- To ensure that their children have the equipment that they need at school, e.g. P.E. kit;
- To tell the school if they have any concerns about their child.

Rights of Parents

- To know that their children are safe;
- To be sure that their children are treated fairly and with respect;
- To know that their children are given the opportunity to learn at school;
- To be able to raise concerns with staff and to be informed about their child's progress.

4. Rewarding Positive Behaviour and Learning Attitudes:

Praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected and safe and they need to have a sense of self-worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our procedure.

We have a whole school system of consequences for choosing to demonstrate our values and follow our school rules. This is grounded in our vision and values and is taught to the children when they start school and continues throughout the school.



Valuing appropriate behaviour

At Forest & Sandridge CE Primary School we value appropriate behaviour and we communicate this to children through praise. Such praise or rewards must not be confused with bribery (which is defined as offering inducements for somebody to behave immorally.)

Material rewards (such as cups and trophies, house points, stickers, certificates) are awarded for appropriate social behaviours as well as academic effort or achievement. Children are praised and rewarded consistently for demonstrating of our Christian values.

The following show the rewards that children will enjoy when they choose to follow our school rules and demonstrate our values:

- Your name will be moved to the rainbow on the values board (EYFS and KS1)
- You can add a star to the values rainbow jar (KS2)
 - Work to be celebrated on the facebook page
 - Hot chocolate Friday
 - Be awarded with your class values star
 - Put a flower from Mr James on to a values tree
- Praise from your teachers
- Thumbs up
- Smiles from your teachers
- High 5
- Earn house points
- Dojo messages home



Clarification:

- **House points** –When they start at school, all children are placed in one of our houses which are named after forests: Ashdown, Epping, Savernake and Sherwood. Children can earn points for their house by demonstrating our school values – good work, good effort, positive attitudes, kindness, showing compassion, etc. These are totalled each week by House Captains and Vice Captains and celebrated in Golden Book Assembly each week. The winning house will receive a reward at the end of each big term.
- **Values Star Award** – A member of each class will be awarded with their class Values Star Award each week. This is awarded for continuously demonstrating our school core Christian values – compassion, respect, courage and humility



- Moving to the rainbow on the values board (EYFS and KS1/Year 3)** – each class in EYFS and KS1 has the same system for encouraging children to demonstrate our school values. Children's names will be moved to the rainbow when our values are being demonstrated. This cannot be taken away.
 The expectation is that every child will start in 'The Forest' at the start of the day.
 The language used within EYFS and into Year 1 will be 'red' and 'green' choices. As children's understanding of the core values develops adults will move away from 'red' and 'green'.
- Adding to the rainbow jar- class reward (KS2)** As children move through KS2 the values board will be replaced by a class rainbow jar. Children who are recognised for showing the values and following the school rules will add to the jar. When the jar is full the children will receive a class reward.
- Put a flower on one of the values trees** – When a child has achieved something particularly special, they will be praised by their teacher and asked to go to see the Headteacher. If they are not available they can go and see another member of the leadership team. The child will tell the Headteacher why they have been sent and what value it links to. They will be given a flower to put on the relevant tree in the school corridors. This will be for exceptional achievements. Teachers should avoid sending the same children too regularly.
- Hot chocolate Fridays** – A member of the leadership team will host the week's 'sensational 7' children most Friday afternoons for hot chocolate and a biscuit. There will be 1 child from each year group who will be chosen by teachers for something outstanding. This is a chance to recognise the children who always demonstrate our values, try their best and are great role models through their attitude, growth mindset, etc. This is to ensure that these children are recognised for all they achieve and do not go unnoticed. Children are unlikely to be part of this more than once. Teachers will keep a record.

Seedlings Preschool

Seedlings Preschool will follow the same principles and procedures as the rest of the Early Years within school. It is recognised that children will need time and practice to learn expectations of behaviour and to understand the consequences of actions. The preschool staff will be sensitive to this when managing behaviour during the day and will provide additional support or adjust expectations where appropriate. The expectation is that the vast majority of children in preschool will know and understand the school procedures by the time they start school.

5. Consequences for behaviour that is not in line with our expectations, responsibilities and values:

For effective learning to take place a quiet, yet firm, insistence on high standards of behaviour needs to be established at all times. This needs to be consistently applied across the school by all staff members. We recognise that children achieve success in learning social behaviour at different rates. All staff take care to ensure that children are shown respect at the same time as rejecting the bad behaviour... it is the behaviour that is rejected, not the child. Children's self-esteem can be maintained if sanctions are seen to be fair and just.

We believe that sanctions should be given sparingly and quietly so as not to humiliate a child.

Low, Mid and High-Level behaviours:

Learning environment (in school or off-site)	
Low/Mid-Level At this level the behaviours can be managed using the behaviour procedures outlines below.	High-Level At this level, the behaviours must be dealt with by a member of the leadership team who will be able to support appropriate consequences and next steps.
- Behaving in an unfriendly way towards another child and excluding others - Talking out of turn, calling out - Disturbing/disrupting the learning of other children - Being off task - Not telling the truth - Inappropriate wandering around the classroom during focussed learning time - Teasing / name calling - Ignoring instructions - Not respecting school equipment e.g. throwing equipment in class - Speaking disrespectfully - Behaving disrespectfully - Continuing to disturb the class - Physical contact with another child (low level) - Continuing to call others unkind names - Continuing to break rules - Continual teasing - Repeatedly shouting out - Purposefully not engaging in learning	- Inappropriate sexual comments - Inappropriate sexual behaviour - Serious damage to school equipment - Swearing including gestures - Intentionally hurting others - Fighting - Using racist or in appropriate language - Dangerous/Threatening behaviour - Throwing furniture - Verbally abusive language towards others - Acting dangerously - Consistent bullying - Physically hurting others - Continuing to ignore instructions - Stealing resources/others possessions - Purposefully leaving classroom without permission to an area where they can not be supervised by staff in that phase. - Continuation of behaviours on return from an exclusion - Peer on peer sexual abuse

The purple behaviours can become high level if they are repeated or persistent.

Playground	
Low/Mid Level	High-Level
• Behaving in an unfriendly way towards another child and excluding others • Play fighting / rough play • Messing around in the toilet • Disturbing/Disrupting other's games • Not telling the truth • Not following school rules • Squabbling • Unkind to others • Name calling • Not sharing • Not lining up • Ignoring instructions • Not respecting school equipment • Speaking disrespectfully • Behaving disrespectfully Continuing to disturb other's games • Deliberate physical contact with another child • Taking something that isn't theirs • Continuing to call others unkind names • Swearing • Back chatting (disrespectful) to adults • Pushing (consistently) Constantly going in and out of building • Disrespectful towards school resources	• Serious damage to school equipment • Swearing including gestures • Intentionally hurting others • Fighting • Using racist or inappropriate language • Dangerous/Threatening behaviour • Physically hurting others Continuing to ignore instruction • Pushing (intending to cause harm) • Continuation of behaviour • Peer on peer sexual abuse Inappropriate sexual comments • Inappropriate sexual behaviour

Child-on- Child abuse

(See also our Safeguarding Policy 2025)

Child on child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. Procedures in place to minimise the risk:

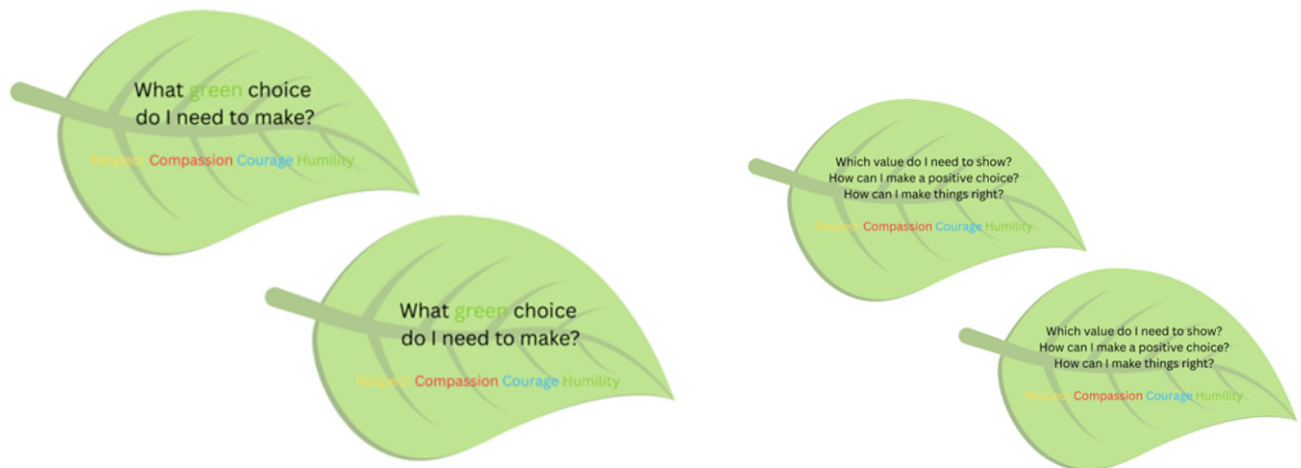
- The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. (For example, identifying 5 key adults through hands on pegs, through lessons, displays in the school, posters advertising helplines eg Childline.
- Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously.
- We deliver a Relationships Education and Health Education in line with the DfE statutory guidance. This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. Forest and Sandridge use Jigsaw and the 'Choices' programme to support the teaching of this.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of child-on-child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our school has a zero-tolerance approach to abuse and regular staff training ensures that incidents of child on child abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of child-on-child abuse are reported to the safeguarding team.

All concerns about child on child abuse will be taken seriously and never ignored. Pupils are encouraged to report anything which makes them feel uncomfortable. The school's response will be proportionate, considered and supportive as outlined in the Behaviour and Discipline Policy which also details

appropriate sanctions and reporting related to child on child.

If a child is not demonstrating our values or is making poor choices with their behaviour they will be given a quiet warning. For example:

- Reminder of what constitutes good behaviour from an adult
- Explanation of the impact of the poor behaviour and the expected behaviour that is desired
- Use a distraction task e.g. taking something to another teacher to give a natural opportunity for the negative behaviour cycle to stop.
- Where appropriate due to individual's needs, adults will use their professional judgement to adapt the procedure for behaviours displayed.



If their choices do not improve they will be shown a visual values leaf reminding them to demonstrate this value.

All members of staff will use restorative questioning, when appropriate, to help pupils to understand the consequences of an incident when it has occurred both in and outside the classroom. Restorative questions include:



De-escalating

When a child becomes escalated, staff will use Team Teach de-escalation techniques to help them feel safe and return to a calmer state

Positive Handling

De-escalation Strategies



Verbal Strategies

- Speak in a calm, low, slow voice
- Listen actively - don't interrupt
- Acknowledge feelings (I can see you're upset...)
- Give clear, simple instructions
- Offer choices to give control
- Frame positively (Let's walk not 'Don't run')
- Avoid power struggles - don't argue
- Use silence - give space to think



Non-Verbal Strategies

- Respect personal space
- Keep open, relaxed body language
- Neutral, calm facial expression
- Stand at an angle, not face-to-face
- Use calm gestures, not pointing



Environmental Strategies

- Lower noise & lights where possible
- Provide a quiet/safe space
- Move away from triggers
- Remove potential hazards



Relationship & Support

- Give take-up time
- Offer a structured break
- Step back, allow self-regu-

✓ Key Principle

Stay calm, consistent, and predictable.

In line with a graduated response if the behaviour does not improve they will be shown a second leaf at which point a value note will be sent home by a member of the leadership team. Depending on the time day, this may need to occur during breaktime and lunchtime to minimise impact of learning time.

Depending on the severity of the behaviour one of the following may be implemented:

- Time Out (in or out of the classroom)
- Time Out (in alternative classroom within the phase e.g. Year 3 to Year 4)
- Work to be completed in playtime/lunch time coordinated by the adult in the classroom
- Loss of privilege (play time/part of lunch time) *NB: children will always have an opportunity to eat their lunch.* During this time children may be asked to complete a restorative act (put right the action or consequence of their poor choice)
- Talk to the person picking up at the end of the day
- Phone home
- Phase Leader to talk the child
- Principal/SLT (which may involve a meeting to discuss behaviour and choices with parents / carers).
- Reasonable adjustments as determined by the Principal/SLT
- Children to be placed on a behaviour tracker signed by SLT and parents at the end of each day.
- Fixed-term suspension
- Permanent exclusion

Please note, leaves will be refreshed after each learning session e.g. breaktime and lunchtime.

Other considerations

- If a child becomes withdrawn, or there are noticeable changes in their behaviours, the class teacher must contact the SENCO to discuss the behaviours and identify appropriate support to be put into place (for example, appropriate intervention strategies).
- In line with our safeguarding policy, adults in school are aware that behaviour changes in children can be a form of communication (see safeguarding policy).
- If changes in behaviour become a pattern, staff members should consider whether the pupil may have an unmet need, and raise this with the SENCO in the first instance.

Supporting a child to be successful quickly after a bad choice or inappropriate behaviour:

On return to class a child can be noticed as soon as possible for showing our values which will be recognised within class by an adult.

6. Roles of the Adults

The Role of the Class Teacher, Teacher Assistants and MDSA

It is the responsibility of the class teacher, teaching assistants MDSA to ensure that the school rules are implemented in their class and that their class behaves in a responsible manner at all times. The class teacher is always the first point of contact in dealing with behaviour issues.

The class teachers in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability. Staff recognise that sometimes behaviour is a form of communication and their actions should always be to resolve the behaviour in a fair and objective way. It is the responsibility of the class teacher to ensure that their classroom behaviour management is in line with this policy and the use of the graduated approach in dealing with negative behaviour.

If a child misbehaves repeatedly in class or has demonstrated a high level behaviour (see above), the class teacher keeps a record of all such incidents (CPOMS). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader or a member of SLT

The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SEMH outreach service after discussing their behaviour with parents/carers.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the SLT (includes Phase Leaders):

It is the responsibility of the SLT to support class teachers in managing the behaviour of pupils and in implementing the standards expected of the policy. It is expected that class teachers (or the adult witnessing) will deal with low-level behaviour and mid-level behaviour. Any high-level behaviour should be immediately reported to a member of the SLT. The SLT should also be made aware of any mid-level behaviour that is frequent and persistent. It is then the role of the SLT to arrange a meeting with the parent/carer, as required, to inform them of their child's behaviour, discuss sanctions and required actions to prevent this behaviour.

The Role of the Principal (in addition to SLT):

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to ensure that all staff implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps record of all reported serious incidents of misbehaviour. These are discussed, monitored and reviewed by the Principal.

The Principal is the only person who has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are recorded and reported to the LA, Governors and TWHF Executive Director (Primary).

7. Use of Reasonable Force:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children after de-escalation strategies have been ineffective AND to prevent injury to a child, an adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils. Any use of physical restraint will be recorded on CPOMS and in the school's Numbered and Bound Book.

8. Incidents involving children with SEN, disabilities and or medical conditions and Social, Emotional and Mental Well-being needs:

As a school we recognise the impact of trauma and adversity on children's mental and physical health and behaviour.

The SENCO and Inclusion team will monitor the behaviour of identified children and support staff with implementing appropriate strategies to manage behaviours that are challenging, disruptive or withdrawn to enable to child to access all aspects of school life.

Support can include:

- ELSA (Emotional Literacy Support Assistant)
- Thrive
- ABC charts (identifying behaviour patterns and triggers)
- Drawing and talking time
- Equine
- Behaviour charts
- Communication logs with home
- Time to Talk
- Play Therapy

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, at Forest and Sandridge, we consider the risks carefully recognising the additional vulnerability of these groups.

As a school we consider our duties under the Equality Act 2010⁴¹ in relation to making reasonable adjustments by planning positive and proactive behaviour support. This is done through the drawing up of individual behaviour plans for more vulnerable children, and agreeing them with parents/carers. We recognise by doing this as a school we reduce the occurrence of challenging behaviour and the need to use reasonable force.

9. Fixed-term and permanent exclusions:

For information on exclusions, please see TWHF Behaviour Policy for reference.

10. Monitoring:

The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11. Review:

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

12. Related Policies:

This policy should be read in conjunction with:

- Anti-Bully Policy
- TWHF Behaviour Policy
- Safeguarding and Child Protection Policy