

Positive Behaviour and Relationships Policy



POSITIVE BEHAVIOUR POLICY

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Rationale

This document reflects the importance the school places on promoting positive behaviour and the significant role this plays in the education of our children through a discipline approach. The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on **positive relationships** established at school and classroom level through inter-actions between staff and pupil and between pupils themselves.

General Principles

We believe that a clear, shared understanding of the school's values is a pre-requisite for the effectiveness of this behaviour policy. In our school it is agreed that responsibility for good behaviour is shared by all staff. We work hard therefore to set standards by which we all act. There is a communal responsibility. Here, as in individual classrooms, the need for consistency in how staff deal with pupils is vital if we are to expect pupils to respond positively. Time should be regularly set aside for staff to discuss communal approaches. This behaviour policy is monitored in line with other policies such as Safeguarding and Child Protection, Online Safety, PSHE and others. It has been written under guidance from Keeping Children Safe in Education, 2025 and Behaviour in Schools, 2024.

Our Aims

Our aim is to help all our pupils to:

- ❖ To ensure that all children are safe in school
- ❖ To create an atmosphere of mutual respect, trust and corporate responsibility
- ❖ To promote a consistently positive school ethos through positive behaviour strategies and celebrations of success
- ❖ To raise standards of attainment, behaviour and attendance for all pupils
- ❖ To involve parents, pupils and staff in setting rules/standards of behaviour within the school
- ❖ To get pupils to manage and their own behaviour effectively while respecting the rights of others
- ❖ To ensure pupils are taught on how to regulate their emotions
- ❖ To inform parents and pupils of sanctions that will be taken to address behaviour issues
- ❖ To develop social and Citizenship skills through a variety of school contexts

The relationship between pupils and school staff is based on mutual respect and consideration. The positive ethos of our school will be maintained by pupils, parents and school staff showing mutual consideration and respecting our school rules. We also try to adopt a positive attitude to those pupils who find this idea unfamiliar or difficult to accept.

Supporting our families and children is key. This will include:

- Our children agreeing to the behaviour agreement of the 8 Leaders of Learning (Appendix 1) which clearly states school routines and expectations at this time
- Consistently reinforcing and talking to our children about our behaviours, rules and routines and why we need these
- Talking to our children about how they might be feeling and how to deal with those feelings
- We will use our 'Inclusion Team' if we feel that additional support or signposting of other agencies is needed
- We will maintain close links with our families throughout the period via email, parent text, phone calls and home visits

Managing Positive Behaviour

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of self control, confidence and responsibility
2. Management – When negative behaviour occurs, we need to be able to respond consistently, positively and effectively, identifying and using the appropriate strategy to match the needs of the individual

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions and strategies when negative behaviour arises. When discussing negative behaviours, we use a solution focus approach, in order to encourage and support the child in taking responsibility for their behaviours.

Key Principles:

- Relationships
- Consistency
- Prevention
- De-escalation
- Fair

Roles and Responsibilities

Head teacher:	Allison Hickson
Chair of Governors:	Kirstie Banks-Lyon
Pastoral Lead and SENCO:	Liz Wildon
Inclusion Workers:	Nicola Miller, Rachel Whitehead, Lee Roberts, and Tom Woods
Phase Leaders:	EYFS: Jen McLaren Key Stage 1: Penny Lupton Lower Key Stage 2: Gavin Goulds Upper Key Stage 2: Angela Cokell

Good behaviour is a shared responsibility between pupils, parents and the community, school staff and outside agencies:

Pupils

We aim to teach children to take responsibility for their own behaviour and achievements. Pupils are expected to give their best in work and behaviour and follow the agreed rules through the leaders of learning (Appendix 1).

Where pupils arrive mid-year, both the phase leader and an inclusion worker are assigned to support the induction into their class. This includes expectations of this policy and conduct around school.

Staff

All members of staff (teaching, support and wider school staff) are responsible for setting the highest expectations of behaviour for all of Sandylands' pupils. It is the staff's responsibility to ensure that there is

a calm and safe environment for all pupils where clear boundaries are set of acceptable pupil behaviour. School staff recognise the importance of being a role model to the pupils of Sandylands through promoting a wide range of positive behaviour strategies including the use of rewards and recognition and taking into account individual needs. When a pupil fails to comply with school rules, sanctions will be applied fairly and consistently. It is also the expectation that in being role models, staff show their own professionalism through the agreed Staff – Code of Conduct.

Senior Leadership

The school leadership team are highly visibly, with leaders routinely engaging and ‘checking in’ with pupils, parents and staff. This includes setting, modelling and maintaining the behaviour culture outlined in this policy including an environment where everyone feels safe and supported. School leaders support staff with making sure they understand the behavioural expectations, and the importance of maintaining them. Penny Lupton or Liz Wildon, inducts any new members of staff where this policy is included to support a clear and consistent approach to acknowledging positive behaviour and addressing misbehaviour. Penny Lupton is also mentor to ECTs and includes regular updates and training to ensure that ECTs are supported with this approach.

Parents and the Community

Sandylands recognises the vital role that parents play in supporting their children’s learning by modernising and strengthening the framework for supporting parental involvement in school education. Children make best progress when they see their parents and teachers working together. When appropriate, parents will be contacted and invited to share a problem-solving approach to improving behaviour. Sandylands acknowledges the importance of the local community in teaching children positive behaviour skills. We involve the local community in school events and celebration of achievements.

Outside Agencies

At Sandylands we believe all pupils are entitled to learn and develop positive behaviour management strategies. Involvement of outside agencies can be a valuable tool for the development of these skills. To see the process of how we can involve other agencies, more detail can be found in our linked policies such as Safeguarding and Child Protection, Attendance and Inclusion Support. To see when it is appropriate to conduct a multi-agency assessment, please see section ‘Multi-Agency Assessment’ below.

Rules and Expectations

Sandylands school rules (Appendix 2) are used to promote positive behaviours. They are displayed around the school, the classrooms and the playground. The school rules are linked to our rewards systems, values education and PSHE teaching.

Classroom Rules

Stay in your seat



Look



Listen



Complete your work with pride



Kind words and actions



Take care of your classroom equipment



Corridor Rules

Walk to the left



Be quiet



Walk forward in single file
- one behind each other.



Use good manners



Hang up your coat and put
your bag away



Advice for Staff:

- ❖ As in all aspects of managing behaviour **CONSISTENCY** is the key to success
- ❖ Children have to learn positive behaviour and as in all aspects of life they sometimes have to learn from their mistakes.
- ❖ We promote a supportive, corrective approach
- ❖ Be consistent, fair and persistent.
- ❖ Keep any promise you make to the pupils and remain open and honest with them.
- ❖ Before taking any action communicate, clearly and effectively your intentions to the pupil.
- ❖ Act rather than react.
- ❖ Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour.
- ❖ Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask
- ❖ Seek advice and support if a situation escalates
- ❖ Reprimands should focus on the behaviour not on the pupil's personal qualities

- ❖ Pupils should be reprimanded privately whenever this is possible
- ❖ Keep within the set whole school strategies (Appendix 3)

More information can be found in Appendix 6 for Useful Strategies for the Promotion of Good Behaviour.

Positive Relationships

At Sandylands, we pride ourselves on the positive relationships staff forge with children and families. It is integral within our behaviour policy for promoting positive behaviour that children and their families have a key member (or members) of staff with which they can share their thoughts, wishes and feelings. We have an extensive Inclusion Team including a Pastoral Lead, SENCO, Educational Psychologist and inclusion support that support both children and their families in times of positive praise and times of crisis. We have an open-door policy for staff and particularly the Inclusion Team or Senior Leadership Team to allow for children and families to talk to us at their chosen time.

Any children who are in need of support have a Child Success Plan (appendix 5) where a key adult is named for the child. This may be a teacher, teaching assistant, inclusion support or someone the child has chosen themselves as a trusted adult. The positive relationships that staff have with children are key in the 'Prevention' of negative behaviour and the promotion of positive behaviour throughout school.

The Power of the Classroom

As developed by head teacher, Allison Hickson, 'The Power of the Classroom' is guidance and support for school staff on how to enhance positive relationships and promote positive behaviour for learning.

Principles of this guidance include:

- Be kind
- Sense of belonging
- Sense of safety
- Individuality
- Culture based on success
- Narratives based on facts
- Linked to learning
- Clear routines and boundaries
- Model and teach correct behaviour
- Use of humour
- Links with parents
- Use of Professional Development
- Use of correct language
- Links with external agencies

Rewards and Recognition

We use a wide variety of strategies to promote good behaviour. These range from words of praise and friendly gestures to class team points and whole school Respect points which are given for general politeness and in recognition of the child demonstrating a 'Leader of Learning' attribute. (Appendix 1).

Rewards are most effective if they follow immediately upon the desired behaviour. Rewards can include verbal praise, stickers, stamps, smiley faces, certificates, discussion with parent or 'Leader of Learning' of the week certificates. Children with an Individual Behaviour and Learning Plan (appendix 5) gain specific rewards, which are within a given time limit.

Each class teacher establishes a class-based reward system appropriate to the age range of the class e.g. table points.

Each class uses the Respect Points system. Children earn respect points for working on a learning attribute from the lobster (see PSHE policy). Respect points are collected weekly, and the highest number of points earns that class the Respect Trophy for the week. The highest class score over the whole term earns that class the Respect Class of the Term and they are awarded a prize.

Each week, one child from each class will be chosen as the 'Leader of Learning' and receive a certificate, Headteacher's sticker in Friday's 'Special Mention' assembly. A record of the children chosen in each class is kept to ensure all children receive this at least once each academic year.

Each term the class teacher chooses an exemplary child from each class to receive the Sandylands Superstar award.

Positive Behaviour strategies:

Daily:

- ❖ Awarding of certificates and stickers for positive behaviour and achievement in areas across the curriculum
- ❖ Awarding a 'Postcard of Praise' to send home for positive behaviour and achievements
- ❖ Setting of personal targets for improving work and/or behaviour
- ❖ One to one tuition
- ❖ Staff using praise as a sincere and prompt response to positive behaviour for learning, politeness or achievement
- ❖ Children earn shells based on the 8 Leaders of Learning – each shell has its own treasure chest that is collected at the end of the week

Weekly:

- ❖ Use of PSHE lessons to discuss aspects of personal and social development including positive and negative behaviour (Appendix 2).
- ❖ 'Leader of Learning' used to celebrate behaviour for learning in weekly assembly
- ❖ Whole school assemblies on moral and social issues
- ❖ 'Respect Class' awarded weekly as part of the whole school RESPECT campaign
- ❖ Outside agency support e.g. Educational Psychologist, Children and Family Well-Being Workers, PCSOs
- ❖ At the weekly assembly, one of the leaders of learning attributes is a weekly target for children to aim towards and collected weekly

Termly:

- ❖ 'Sandylands Superstar' awarded each term and displayed in the school hall
- ❖ Children vote for a 'Values Champion' each term
- ❖ Discussing whole school behaviour issues at School Parliament meetings
- ❖ Use of Values Education to promote and develop SMSC provision (Appendix 7)
- ❖ Use of Individual Behaviour and Learning Plans (IBLP's) (appendix 5) to support specific children in developing positive behaviours (Appendix 3)

Sanctions

We recognise that managing behaviour is not a 'one size fits all' approach.

When negative behaviour occurs we need to be able to respond consistently, positively and effectively, identifying and using the appropriate strategy to match the needs of the individual. On occasion, it is necessary to impose understood sanctions and strategies when negative behaviour arises. When discussing

negative behaviours, we use a solution focus approach, in order to encourage and support the child in taking responsibility for their behaviours.

A response to behaviour may have various purposes. These include:

- deterrence:
 - sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection:
 - keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement:
 - to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support

Sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention
- school based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks; being placed “on report” for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

A sanction must satisfy the following:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

The first step for children who have not made the right choice or have not followed the school rules is to be given a warning, and positively shown the correct way of behaviour, quickly reinforcing and positively recognising when the child has done so.

If the negative behaviour persists, then the child may spend 5-10 minutes with their partner teacher to reset, and then come back to class. Again, positively showing the correct way of behaving, quickly reinforcing this and positively recognising when the child has done so.

If the child again shows negative behaviour, the child may need to spend 5-10 minutes with the phase leader, with a restorative and solution focused approach. The child then returns to class and is reminded of the correct behaviour expected.

If this process is repeated, the child goes to the head teacher or senior leader for discussion with a restorative and solution focused approach.

If this process is repeated often for a child, then the parents would be informed and a meeting arranged to support the child with a positive, solution-based approach. A formal letter may also be sent home, detailing any incidents. If there is a significant incident, an internal or external exclusion may be a next step. Parents will be informed by a discussion with the senior leader, and a letter explaining the sanction. (Appendix 4)

Support will always be given to pupils and parents to enable the child to succeed at Sandylands.

This could include:

- an Individual Behaviour and Learning Plan (appendix 5)
- Pastoral Support Plan with daily support from an inclusion support mentor
- a Care Plan to meet physical or SEND needs
- outside agency support e.g. Child and Family Well-Being Worker
- additional advice and support from other professionals e.g. Educational Psychologist

Following a sanction, there would be further strategies used to prevent another incident of misbehaviour. This would be based on the individual child's needs, and the strategies in place to support them. This could include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

It may be that specific intervention, or additional support is identified as being needed to support positive behaviour for a pupil alongside their well-being and promotion of positive mental health. This would be triaged and designated through the Pastoral Lead, Liz Wildon, through internal referral.

Use of Isolation

Removal from the classroom is a serious sanction and must be agreed with the head teacher. It is separate to using a separation space e.g. a sensory area, a time to regulate emotions or identified sensory overload.

This would be used when other behavioural strategies have been attempted or where the behaviour is so extreme it warrants immediate removal. The hierarchy of whole school behaviour management (Appendix 4) will be used to help a child improve their behaviour. If the child continues to make the wrong choices, the Headteacher may decide the child will benefit from an internal exclusion, or removal from the classroom. During this time, they will remain in isolation from their peers with 1:1 supervision. It is expected that if a child is removed from the classroom, there will be a continuation of their education.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space

The decision to formally remove a child from the classroom would be made by the phase leader or member of SLT. The member of SLT would then inform the head teacher if not already involved, and record the actions against the incident on the child's record on CPOMS. The member of SLT under direction from the head teacher would also inform the parents. The phase leader alongside a inclusion support or identified target adult to support the child, would then form a clear plan with parents for reintegration into the classroom when appropriate and safe to do so. Parents will be informed by a discussion with the senior leader, and a letter explaining the sanction.

Permanent Exclusion

Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude a pupil must be lawful, reasonable and fair.

Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where we have concerns about a pupil's behaviour, we try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, we consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period (or external) exclusion and for managing their future behaviour. All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

Where parents dispute the decision of a governing board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination, or the County Court for other forms of discrimination. An independent review panel does not have the power to direct a governing board to reinstate an excluded pupil. However, where

a panel decides that a governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing board to reconsider its decision.

The panel will then be expected to order that the school must make an additional payment of £4,000 if it does not offer to reinstate the pupil.

Whether or not a school recognises a pupil as having SEN, all parents have the right to request the presence of an SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the pupil. Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

A clear plan would be outlined and identified to support the child's needs. This would be directed by the head teacher, alongside a member of SLT and parents.

Physical Contact including Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

This could include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Safety is paramount. If an event occurs where a child is unsafe either to themselves or others, reasonable force may be used. This could be to prevent pupils:

- from committing an offence,
- injuring themselves,
- injuring others,
- damaging property
- or to maintain good order and discipline in the classroom.

By the term reasonable force, this usually means to either control or restrain a child. This could include:

- guiding a child to safety by the arm
- standing between pupils
- breaking up a fight
- restraining a child to prevent violence or injury
- in the circumstances of searching a child or property for prohibited items (Screening and Searching)

Reasonable force must never be used as a punishment. It is the case that where possible, verbal instruction would be given and reasonable force would only be used when absolutely needed. If this were the case, the member of staff would report to the head teacher, log all incidents on CPOMs and complete an Incident Restraint Form. This would include:

- Pupil's behaviour and level of risk presented at the time of incident
- Degree of force used
- Effect on the pupil or the member of staff
- The child's age

The head teacher or member of SLT, would then discuss the incident with the parent and the Behaviour Policy would be followed for next steps.

Where reasonable force may need to be used on more than one occasion, such as for a pupil with SEND, the member of staff can access 'Team Teach' training which detail de-escalation techniques and safe holds for restraint.

For more information, please see guidance in Care and Control Policy.

Reasonable adjustments

At all times we will make reasonable adjustments as appropriate for our children with SEND needs to enable them to succeed. Behaviour learning plans (appendix 5) will continue to include reasonable adjustments when appropriate.

Where a child is identified as having SEND, through either an individual behaviour learning plan (appendix 5) or teaching and learning plan linked to either SEND or EHCP provision, appropriate targets, triggers, success and reviews should be written and monitored, shared with relevant staff and parents. This can include behavioural targets or strategies. A graduated response should be used as with any SEND identified, and then assess, plan and deliver intervention or support with regular review of the impact. However, it is not assumed, that if a child is identified as SEND, that this automatically affects their behaviour. This would be based on the needs of the child, and a team around the child to support and identify strategies and next steps for their SEND.

The expectations of behaviour are adjusted based on the needs of the child. They may need extra provision including:

- a separate work station
- reduction in noise or stimulation
- additional time in given areas
- sensory breaks
- access to regulation areas

Where detailed in a care plan, physical contact by an adult may be needed either as part of provision for a child's engagement or safety e.g. holding a child's hand in the line or use of reasonable force as detailed above.

As far as possible, we anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Where a child with SEND is showing misbehaviour, based on the needs of the child it would be decided whether it is appropriate and lawful to sanction the child. This does not mean that they are exempt from sanction, but that we as a school will investigate the behaviours and underlying causes to assess whether additional support is needed.

For more information on Individual Behaviour Management Strategies, see Appendix 4.

Early Years

In Nursery and Reception, we promote positive behaviour through modelling and being explicit in adult direction.

Our nursery rules are:

1. kind hands,
2. kind feet and
3. good listening.

These 3 aspects are then built on and developed in Reception as:

1. being kind,
2. being ready to learn and
3. trying our best to achieve.

The children are regularly reminded of these rules through the use of the 'Learning Lobster'.

Rewards

We 'catch' children showing positive behaviour and following our rules and routines. Positive words, smiles and stickers are used as rewards. In Reception the children work together, as a class, to collect stamps and stickers on the colour monster. These are given for positive behaviour, showing they are ready and listening and working hard on adult led activities. When it is full at the end of the week, the children are rewarded with a treat.

Sanctions

If a child is showing inappropriate behaviour, then the member of staff will change the tone of their voice to say no and the use of a sad face. The child will be shown the behaviour that we are expecting in the Early Years.

If the child finds it difficult to change their behaviour they are taken to the calming area and shown the different mood monster faces. The adult will verbalise for the child. E.g. "I can see that you are angry." If the child needs some calming time they can choose from the range of strategies in the calming basket. Once calm the adult will explain the behaviour we expect using simple words.

It will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome. Any concerns will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

In cases of repeated inappropriate behaviour the child's keyworker will discuss the behaviour seen with parents and how parents manage their child's behaviour at home. Where children are showing inappropriate behaviour at both home and school the keyworker will make a referral to the Inclusion Team to encourage the use of consistent strategies both in school and at home.

Child on Child Abuse

Sandylands has a zero-tolerance approach to abuse, including child on child abuse. All staff understand that children can abuse other children. This occurs when a young person is exploited, bullied (including cyber bullying) and/ or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. Even if there are no reports of child on child abuse, it is important to bear in mind that it may be because it is not being reported. will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://proceduresonline.com)

Types of abuse can include:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

For more information on what this abuse may look like, please see the Safeguarding and Child Protection Policy [page 25].

Anti-Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is our school's first priority but we are aware that emotional bullying can be more damaging than physical; our school will make judgements about each specific case.

Prevention

At Sandylands we ensure we are aware of issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. A variety of teaching approaches are used to ensure we choose the method that will work best for our pupils, depending on the particular issues they need to address.

Sandylands has an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. We use our Values Education themes to develop the children's emotional vocabulary and understanding of the value of all aspects of their education. All adults and children in our school have a clear understanding of how our actions affect others; this permeates the whole school environment and is reinforced by staff and older pupils who set a good example to the rest.

For more details, please refer to the Anti Bullying Policy.

Screening and Searching

There may be occasion where a child or their property would need to be searched. Teachers are allowed to confiscate, retain or dispose of a pupil's property as punishment if it is reasonable in the circumstances. Safety is paramount and therefore if any item threatened the safety of children or staff, this would be confiscated. As much as a search would be conducted, if possible, with consent of the child this may not always be the case, if detailed as a prohibited item.

Prohibited items include:

- knives and weapons
- alcohol or drugs
- stolen items
- tobacco or cigarette papers
- fireworks
- indecent images including pornographic images
- any article that is likely to be used to commit an offence, cause personal injury or damage property
- any item banned by the school rules

If a prohibited item was found in possession by a child in school, the police would be informed and where necessary the article/s handed over to the police. If it is confiscated and not needed by the police, it is the teacher's discretion when to return the confiscated item as reasonable in the circumstances. If concern was raised, we would also follow the procedures set out in the Safeguarding and Child Protection Policy.

For more information, please see guidance in Care and Control Policy.

Behaviour Outside of School Premises

Teachers have the power to sanction pupils for misbehaving outside of the school premises "to such an extent as is reasonable" – see *Behaviour and Discipline in School – Department for Education, paragraph 92*

Action will be taken in response to non-criminal bad behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

This could include:

- misbehaviour when the pupil is:
 - taking part in any school-organised or

- school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

As per the government guidance, discipline of the child can only take place on the school premises or elsewhere then the pupil is under the lawful control of the staff member. If this is the case, discussion will be held with the parent from a member of the Senior Leadership Team, and an action plan with parental agreement will take place moving forward. It may be as part of the next steps that a multi-agency assessment would need to be completed.

Multi-Agency Assessment

Staff should consider whether continuing disruptive behaviour that it might be the result of unmet educational or other needs. At this point, we would consider whether a multi-agency assessment is necessary.

Internally, we could

- speak to a member of SLT e.g. phase leader
- refer to support for the Inclusion Team
- gain advice and support from the SENCO or Pastoral Lead
- support or assessment from the Educational Psychologist
- signpost to other agencies that need self-referral

For outside agencies, this may include:

- completing an Early Help Assessment
- setting up Team Around the Family (TAF) meetings
- referral to request support from the Children and Family Well-Being Service
- referral to Children's Social Care
- more specific support from outside agencies such as YMCA, Child Action North West, NSPCC

Pastoral Care for Staff

In the day to day role of a staff member, it is expected that they promote positive behaviour through this policy around school. To ensure clarity and consistency of this policy, training is provided to staff alongside both safeguarding and pastoral updates provided annually by a DSL. New members of staff to the school are trained on the Sandylands Positive Behaviour Policy upon induction.

Where staff members are dealing with more complex cases of behaviour, a clear support structure is in place from either the Inclusion Team, Senior Leadership Team or external (confidential) sources like the Employee Assistance Service. This means that staff have the opportunity to discuss individual cases or incidents pertaining to behaviour in a support and professional environment.

In addition to annual updates to the policy, internal training and induction, bespoke or specialist training is also available to staff throughout the year. For example, this may be on supporting inclusion, behaviour of children with autism or supporting behaviour in [Key Stage].

There may be incidents where a pupil or parent has made a complaint about the procedures or reasonable force that a staff member has used. If this is the case, then all complaints should be thoroughly, speedily and appropriately investigated.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. The incident where a member of staff has acted within the law will be provided as the case of a defence to any criminal prosecution or other civil or public law action.

Suspension is not an automatic response when a member of staff has been accused of using excessive force. We would refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought. We would consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, we would ensure that the teacher has access to a named contact who can provide support in school, and also offered external support from Employee Assistance Service to provide pastoral care.

Appendix 1



Leaders of Learning Attributes



1. I am ready to learn and quick to get on with my work.
2. I can carry on with my work and ignore distractions.
3. I can describe and explain what I am learning, not just what I am doing.
4. I take pride in my work, always do my best and never give up.
5. I can tell you how well I have done in my work and what to do to make it even better.
6. I can achieve the objectives set.
7. I like to surprise the teacher by doing more than is expected.
8. I like to challenge myself when learning and understand that sometimes I just can't do it...yet!

Appendix 2

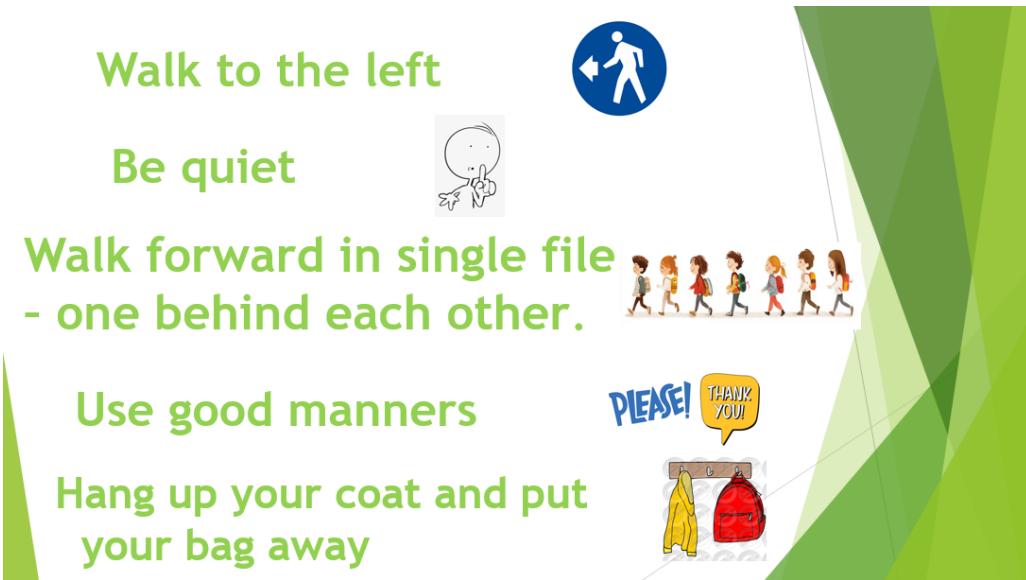
Sandylands' Rules

The school rules are displayed around the school, the classrooms and the playground. The Sandylands school rules are a system that promotes good behaviour and is linked to our rewards and PSHE policy.

Classroom Rules



Corridor Rules



The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply the school rules in a consistent way.

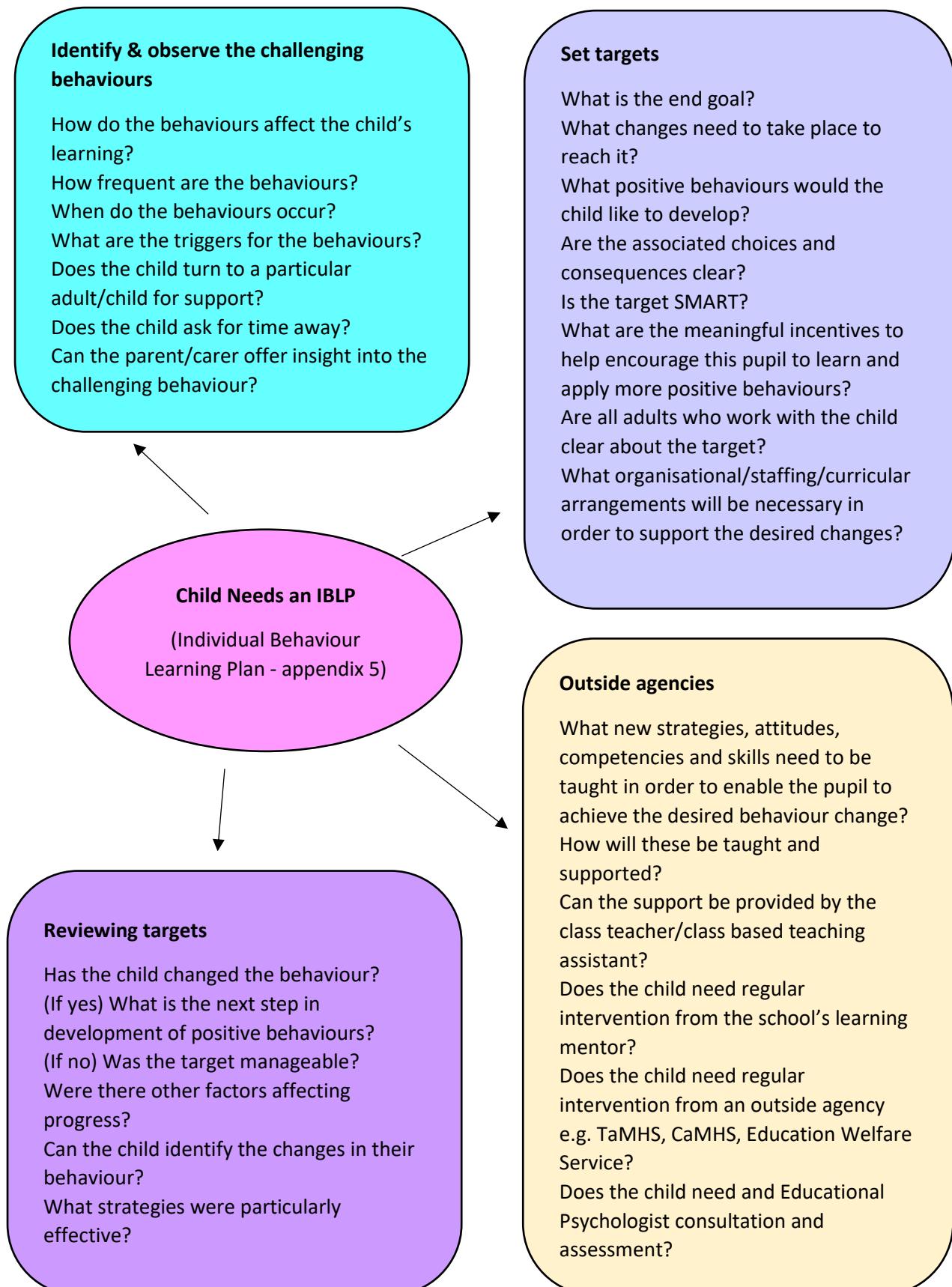
PSHE

Sandylands' school rules are reinforced during PSHE lessons. They are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The strategies and life skills we teach children through these lessons will help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. These lessons are as crucial as numeracy and literacy, and are not additional. At Sandylands we believe they form the foundation of a child's ability to learn.

Appendix 3

Individual Behaviour Management Strategies



Appendix 4

Hierarchy of Whole School Behaviour Management

Verbal warning and reinforcement of correct choice of action.
If child continues to make the wrong choice, they progress through class traffic light to amber.
Child is given opportunity to 'turn things around' and move back to green, receiving praise and acknowledgement when they do.
If a child continues to make the wrong choice, progress through class traffic light system – amber to red.
Child goes to partner teacher for 5 -10 minutes as 'time away' to turn things around.
Child is reintegrated into class and is given opportunity to 'turn things around' and is moved to green.
Verbal reinforcement of correct action given. If child continues to make wrong choice they move through traffic light for second time (green to amber).
Child is given opportunity to 'turn things around' and move back to green, receiving praise and acknowledgement when they do.
If a child continues to make the wrong choice, progress through class traffic light system for a second time – amber to red.
Child goes to Phase Leader for 5-10 minutes. Identification of difficulty through discussion, using solution focused methods, with phase leader, school learning mentor (or alternative adult).
Child is returns to class. Verbal reinforcement of correct action given. Child is given opportunity to 'turn things around' and move back to green, receiving praise and acknowledgement when they do.
If child continues to make wrong choices (and moves through the traffic lights a third time) they go to the Deputy or Assistant Headteacher. Identification of difficulty through discussion, using solution focused methods.
If child continues to make the wrong choice, they will go to the Headteacher who will inform parents.
A formal letter will be sent from the Phase Leader, then Headteacher if no improvement in behaviour.

Appendix 5a

Child Success Plan – CSP

At Sandylands we believe that all children can be successful. This plan will detail some additional support that can be put in place to overcome barriers to learning and allow the child to be successful and achieve their potential.

Name of child		Class:	Date:
Key Worker			
Inclusion support			

Opportunities that Sandylands will provide:

For more guidance on what could be included here, see Appendix 1

Academic	Engagement	External Support
What could we do to help [the child] with learning?	What could we do to help [the child] with engaging with school?	What could we do to help [the child] with things outside of school?
Additional Funding Needed		
What for:		Total:
Teacher View	Parental View	Child View
Sign:	Sign:	Sign:
Review		
After _____ weeks		
Impact		
Further Support Needed		

Examples of Opportunities

Please note that this is a list of examples. Each child is different and it needs to be aimed at what interests and develops the child's ability.

Academic	Engagement	External Support
<ul style="list-style-type: none"> *Listening to the child read daily *Providing additional learning opportunities e.g. tutoring *Providing home learning packs e.g. pencil cases *Providing technology to support parental or child home learning e.g. laptop loan *Supporting the needs of a TLP *Support with possessions e.g. library books to develop reading *Targeted intervention/TA support 	<ul style="list-style-type: none"> *Targeted for after school clubs *Targeted for cross curricular opportunities e.g. sports team, music lessons *Targeted for support linked to their interests e.g. support developing a hobby *Inclusion Team support e.g. friendship groups, emotional regulation *Support with school events e.g. Afternoon Tea, Craft boxes, specialist meals 	<ul style="list-style-type: none"> *Financial support for hobbies/ school trips *Financial signposting e.g. Foodbank, Christmas *Mental health support e.g. EP *Community support e.g. Stanleys *Signposting for specific support e.g. pathway, local events *Providing uniform, PE kit, Sports kit *Support with FSM application *Providing housing support e.g. bedding, toys

Appendix 5b
Individual Behaviour and Learning Plan



Behaviour Plan



Child's Name:	D.o.B.	Class:	
Staff advocates / Team around child			
Date of plan			
Current Academic Tracking information			
	Autumn	Spring	Summer
Reading			
Writing			
Maths			
Attendance			
Autumn	Spring	Summer	
Pupil Overview			
<p><i>(What does the child enjoy doing? What can they do unaided? Friendship groups? Any information from home? Positive relationships with adults? Family support/ CP information/ Relevant CPOMs)</i></p>			
Additional Agencies			
<p><i>Who else is involved with the child? What is the frequency? Why are they involved? What targets are they working on?</i></p>			
Key behaviours			
<p><i>What skills/positives does the child have?</i></p>			
<p><i>What skills does the child need to develop?</i></p>			
<p><i>What are the high risk/triggers areas?</i></p>			

What are the priority skills?

1.

2.

Strategies*Please include key staff*

Short Term Solutions	
Long Term Sustainability	
Key times during the day	

Child's View**What I like doing in school/ Who are my friends who help me****Which adults help me?****What help would I like?****Parent View****Signatures**

Discussed with child:	
Discussed with teacher:	
Discussed with parent:	

Review date:**Review**

Appendix 6

USEFUL STRATEGIES FOR THE PROMOTION OF GOOD BEHAVIOUR

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel „told off“ too. Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to 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 class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

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, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

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 impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... „You seem cross, did something happen?“ Follow up concerns raised and complaints made, even if you

need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven ‘underground’.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them displaying good behaviour for learning

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement

Intervention

In order to enable the child’s learning it may be necessary to provide them with ‘time away’ in a quiet environment away from the classroom. This may be a time for them to reflect independently or they may need ‘talk time’ with an adult to ‘be heard’ e.g. the learning mentor, the class teaching assistant.

Appendix 7

VALUES EDUCATION

The aim of values education

To raise standards by promoting a school ethos which is underpinned by core values that support the development of the whole child as a reflective learner.

The purpose of values education

- To help our school community think about and reflect upon positive universal values and the practical implications of expressing them in relation to themselves, others, the community and the world.
- To inspire individuals to choose their own positive personal, social, moral and spiritual values and be aware of ways of developing and deepening them as citizens of the world.

Rationale

At Sandylands we have given a great deal of thought to the values that we are trying to promote. We regularly consider our core values and how the school sustains an ethos which supports the pupil as a reflective learner and promotes quality teaching and learning. As a school community we have chosen 22 values that we believe the ethos of the school should be built upon.

They are:

Appreciation	Hope	Simplicity
Caring	Humility	Thoughtfulness
Co-operation	Love	Tolerance
Courage	Patience	Trust
Freedom	Peace	Understanding
Friendship	Quality	Unity
Happiness	Respect	
Honesty	Responsibility	

These values will at times be addressed directly through lessons and assemblies, but they will permeate the whole curriculum. They are the basis for the social, intellectual, emotional, spiritual and moral development of the child. We encourage our pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civilised adults.

Elements of teaching and learning

The elements of values education are:

- Ensuring that the school's institutional values are consistent with the values that pupils are encouraged to develop.
- Actively promoting a whole school policy that has the support of all adults who work at Sandylands.
- Staff modelling the values through their own behaviour.
- A focus on one key value each half term; these will be chosen from our list of 22 values by a forum consisting of pupils, parents, representatives for the local community, teachers and governors.
- Direct teaching about values in a values lesson each half term. These lessons provide opportunities for personal reflection and moral discourse, and will include an appropriate activity to promote understanding.
- Ensuring that values are taught implicitly through every aspect of the curriculum.

Appendix 8

The School Rules – Additional for time of closure, lockdown or isolation

Rule	This means:
We stay in our home 'bubbles' through our school day	To look after each other we only play and work with children in our bubbles
We wash our hands carefully	We wash our hands at the start of the day and before and after playtime. We wash our hands when our teachers ask us to.
We take care of our own equipment	We use our own books, pencils, rulers and colours. We keep them safe in our folders when we do not need them. We always use our own drinking bottle
We remember to always catch our coughs and sneezes.	If we cough and sneeze, we wash our hands
We act safely towards each other	We follow the rules
We will maintain social distance within our bubbles	We will make sure that we keep 2 metres apart at all times

Outside the classroom

Rule	This means:
We play in our home 'bubbles'	We stay in the space for our group even if we have friends in another group
We eat our own food and drink our own drinks	We keep safe. We do not share our food
We think about others when we play	We make sure everyone has space. We keep our hands and feet to ourselves.
We always listen and follow our teachers instructions	We work together as a team

Learning at home

Rule	This means:
We try our best with our work	We show that we are ready to 'Give it a go'
We help our parents and carers to support us at home	We follow instructions at home. We try to follow the timetable our teacher suggests. We make sure that we take regular breaks
We ask a question when we are stuck	We remember that our family and teachers at school are always ready to help us
We remember our rules for staying safe online	We only use websites which adults ask us to. We do not talk to people we do not know online
We are always polite and helpful	We are good role models

Our school routines

When we:	Routine
Arrive at school	Each bubble will enter by their assigned entrance. A member of staff will greet them to ensure social distancing. There will be staggered drop off times for different bubbles
Enter school	We will maintain social distancing whilst walking through school
Leave school	Each bubble will be walked out by a member of staff ensuring social distance. Each bubble will leave the same way they arrived in the morning. Staggered pick-

	ups for different bubbles Parents will wait outside the school gates
Go out to play	We will use our own space on the yard. We have our own labelled equipment to use. We maintain 2m with all others
Lunchtime	We will wash our hands We will eat lunch within our own bubble in our own classroom. Our food orders will be collected by staff and brought back to the classroom. We will respect our lunch time supervisors. When we have finished our lunch, we will be escorted by our lunchtime supervisor to the back yard. (same rules as break time)
Enter our classroom	We will wash our hands
Use school equipment	We use our own labelled equipment or that that has been given to us by a member of staff.
When moving around school	Movement around school is kept to a minimum ie: only leaving the classroom for toileting, outdoor lessons or going outside during lunch and break times. We will walk down one side of the corridor respecting the 2m spacing guidance
Toilets	Each bubble has been assigned their own toileting area and younger children will be escorted. Hand washing must be adhered to as usual. Each colour bubble will be clearly labelled on the toilet door