

# Sandfield Close Primary School

## Behaviour Policy 2024-2025



<b>Policy Date:</b>	January 2025	Version	1	
<b>Policy Review Date:</b>	January 2026	Smita Lad	Signed:	Date:
<b>Ratified by Governing Body:</b>	January 2025	Paresh Ruparel	Signed:	Date:

## **Introduction**

At Sandfield Close we aim to create a happy, safe and inclusive environment for all to learn and achieve well. We believe that a positive behaviour management system which is built on positive relationships will allow all to flourish and feel valued.

We have high expectations of behaviour and believe that children learn best when they are clear about what is expected of them at all times. We expect each individual to respect others, their families, culture and beliefs.

## **Aims**

- To create an environment which promotes and reinforces good behaviour
- To define acceptable standards of behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are known and understood and children make the right decisions for themselves and others
- To have a consistent approach to behaviour management across the school whilst also recognising that there will be some adaptations based on the needs of the children
- To encourage the involvement of both home and school in the implementation of this policy

## **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools (February 2024)
- Keeping Children Safe in Education (September 2024)
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to Exclusion (2022)
- Searching, Screening and Confiscation at School (July 2022)
- The Equality Act (2010)
- Use of Reasonable Force in Schools (July 2013)
- Special Educational Needs and Disability (SEND) Code of Practice
- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- On an advisory basis, the school is also aware of the Education Endowment Foundation 'Improving Behaviour in Schools' (October 2021) and the 6 recommendations

## School Values

Our school values are central to our school culture and ethos. They underpin our curriculum and are instilled in the children through school life. They are displayed in all classrooms and around school.

- We are respectful
- We are resilient
- We are responsible
- We are resourceful

## School Rules

Our five school rules were created in consultation with staff and children. These simple rules can be interpreted at an appropriate level by every child and clearly understood by all. They are displayed in all classrooms and around school.

- We are kind and helpful
- We listen to others
- We keep our hands and feet to ourselves
- We tell the truth
- We look after the school

## Behaviour Expectations

At Sandfield we consider the following behaviours to be unacceptable. This is not an exhaustive list.

Misbehaviour	Serious Misbehaviour
<ul style="list-style-type: none"><li>• Disruption in lessons</li><li>• Talking back and being disrespectful to staff</li><li>• Refusing to follow adult instructions</li><li>• Disruption in corridors between lessons, and at break and lunchtimes</li><li>• Non-completion of classwork</li><li>• Poor attitude</li><li>• Being unkind</li><li>• Play fighting</li><li>• Swearing</li><li>• Intentionally hurting others using hands or feet</li></ul>	<ul style="list-style-type: none"><li>• Repeated breaches of the school rules</li><li>• Any form of bullying (see Appendix 1 – Anti-Bullying Policy)</li><li>• Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</li><li>• Vandalism</li><li>• Theft</li><li>• Fighting</li><li>• Racist, sexist, homophobic or discriminatory behaviour</li><li>• Possession of any prohibited items. These are: Knives or weapons</li></ul>

	Alcohol Illegal drugs Stolen items Tobacco and cigarette papers Vapes Fireworks Pornographic images Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
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## Equality

We understand and respect that all of our children are different and are committed to providing a school experience that is accessible and appropriate for all our children. Due to the needs of some children, there is a need for flexibility in dealing with and trying to improve a child's behaviour. This applies to children in the DSP and children with social, emotional and behaviour difficulties. This allows for an inclusive response to their needs. The priority is for the child to clearly understand what the consequences of their actions will be. Where relevant, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Early Help Team
- Children's Social Care (including the Duty and Advice Team)
- Special Education Needs Support Service

## Positive Behaviours

Children are expected to follow the school rules at all times. Good behaviour is encouraged and praised. Children behave appropriately when they feel good about themselves and others, when they have good models to follow, when they achieve success and when they are valued.

We encourage positive behaviours through praise and recognition to build positive self-esteem. All members of school staff endeavor to promote and model the behaviour we expect to see.

We have a list of supportive strategies to support all staff develop and promote positive behaviour around the school. Putting the following principles into practice encourages improved behaviour:

<b>Treat all children fairly and equally</b>	Appearances may be deceiving and it is easy to jump to the wrong conclusions. Always take time to talk to the children. Your attitude to the children will in turn affect their attitude toward you.
<b>Voice level and tone</b>	We try to keep our voice level and tone low and unhurried. This has a calming effect on those concerned.
<b>Eye contact</b>	Whenever we are talking with children, we try to maintain appropriate eye contact. Some children may find this difficult, particularly when they are in trouble or upset or when cultural conventions over eye contact may be different from those of others. Forcing eye contact is therefore not encouraged.
<b>Be Consistent</b>	It is important that all members of staff practice a consistent approach to the children – the children then know where they are.
<b>Listening</b>	We try to ask open questions, which encourage children to communicate effectively. We also try to listen carefully in order to understand any underlying causes to problems. Listening earns respect.
<b>Praise</b>	We always recognise the attainment and achievement of children through the effective use of constructive praise. This is essential if the children are to develop the self-esteem necessary to become effective independent learners. We always try to greet all children with pleasure and interest, taking naturally the position of encouraging the positive instead of focusing on the negative aspects of the child's behaviour and performance. It is important to remember when dealing with behaviour problems that PRAISE IS MORE EFFECTIVE THAN CRITICISM.
<b>Approachable and Friendly Manner</b>	It is very important that a child sees you as someone who is approachable. Children always respond well to people with warm, understanding natures, but a stern and distant manner will prevent them from approaching you.
<b>Condemn unacceptable behaviour</b>	Condemn the behavior or act and not the child.
<b>Avoid Sarcasm, Humiliation and Arguing</b>	This causes resentment and sets a bad example.
<b>Circulating at Playtimes/Lunchtimes</b>	During play/lunch times interact with/occupy the children instead of 'looking out for trouble' Circulate amongst the children and cover all areas of the playground. Watch out for groups hanging about where they shouldn't be. Don't cluster

	together with other members of staff;
<b>Stay Calm</b>	When you face a difficult situation, try to stay calm and control your anger; this will help you to remain in authority and reduces tension.

## **Rewards**

At Sandfield, we believe it is important that children who follow the school rules, demonstrate our school values and make the right choices are rewarded and made to feel proud of their decisions.

Our reward systems encourage children to behave appropriately, whilst ensuring that every child is treated fairly and respectfully.

## **Praise Points**

All children in school collect praise points from any member of staff for good work, making progress, following school rules and values and behaving well. In Reception to Year 4 the children have sticker charts to record their praise points. In Y5/6 the children will have tally charts.

Children will be awarded a prize from the prize box, which they can collect from the Headteacher's room, once they have reached the following:

Sunshine Room and some SEND children in main school – 15 jigsaw puzzle pieces

Reception – 20 praise points

Year 1-6 – 50 praise points

## **Star Awards**

Each week children are awarded the following star awards. These names are displayed in the class as well as being mentioned to parents on a Friday via Google Classroom.

Reception -Year 2 – Star Writer, Star Reader, Star Mathematician and Star Hand Writer

Year 3 -6 - Star Writer, Star Reader and Star Mathematician

## **Reward Time**

In Reception to Year 3, children are given weekly reward time on a Friday. This is no longer than 30 minutes. Children can choose to do activities of their choice from a range of activities provided by the teacher.

In Year 4 to Year 6 classes will have a marble jar which they are required to fill up by collectively making the right decisions to gain marbles for the class. Once the jar is full the children will be rewarded with class reward time for no more than 1

hour.

The children in DSP are given instant reward time for 5 minutes.

### **Headteacher Stickers**

Children from any class can come and show the Headteacher their work and be rewarded with a Headteacher sticker. This ensures children feel proud of their work and are recognised by the Headteacher.

### **Friday Celebration Assembly**

The Headteacher and Deputy Headteacher will lead these assemblies on alternate weeks. One child from each class is awarded the Achievement Award certificate in recognition of their good work, showing school rules and values and being a good role model.

The class with the best weekly attendance is awarded a special trophy to celebrate and encourage good attendance.

Other certificates are also awarded such as Times Table Rockstars, Sporting certificates, swimming etc. to recognise children's wider interests and participation.

### **Top Table**

Two children from each class are selected to sit at top table for lunch. They can choose a friend each to sit with them. This means they can go for early lunch and sit with a member of staff on the special tables. This reward is for good progress and work in class.

- Monday – Reception and Year 1
- Tuesday – Year 2 and Year 4 (Otter)
- Wed – Year 3 and Year 5
- Thurs – Year 4 (Seal), Year 6 and DSP

### **Other Rewards**

In addition to the above, class teachers can have other reward systems for their class, based on the needs of the class and the age of the children. These might include dojo points, stickers or table points, marble in the jar for Reception to Year 3 etc.

### **Sanctions**

Whilst our emphasis is on encouraging positive behaviour it is also recognised that there are times when sanctions may need to be applied. Whether it is low

level disruption or incidents involving others, staff will remain calm and try to establish the facts. They will take into account the views of all those involved in a given situation by allowing each to give their version of events without interruption from others. This ensures all children are treated fairly. The staff member will then decide the appropriate action or strategy to be employed. This will be done consistently using 5 stage approach. (See Appendix 2 – Behaviour Stages)

With low level disruption, the child will in the first instance be reminded of expectations and asked to put the matter right. If the behaviour continues, they will be warned that if they continue, they will be placed on a 'stage'. This gives the child an opportunity to make the right decision.

If they continue to misbehave the following sanctions will be imposed:

**Stage 1** – The child is placed on Stage 1 after warning given.

**Stage 2** – If the child continues to misbehave, they are placed on Stage 2 and will have time out within the classroom to reflect on their behaviour. No more than 10 minutes.

**Stage 3** – If the unacceptable behaviour persists, the child is placed on Stage 3 and will have time out in another class. No more than 10 minutes.

**Stage 4** – If the behaviour still continues the child will be sent to the Head Teacher or Deputy Head and a phone call will be made to parents.

**Stage 5** – With persistent or serious problems, parents are asked to come to school.

If a child persistently works up to a Stage 3 in a week, they will be sent to the Headteacher/Deputy Head.

If a child works up to a Stage 4 in a day, they will still be seen by the Headteacher /Deputy Head and parents will be informed. They will miss 1 day of either break or lunch play. At break time children in KS1 will go to the Head for reflection time and children in KS2 will go to the spare Y3 classroom where a member of staff will be on duty. At lunchtime all children will go to the spare Y3 classroom for reflection time. It is the teacher's responsibility to let the member of staff on duty in the reflection room know which children to expect.

With any incident we will always follow the same protocol:

Step 1: Ask the child what has happened.

Step 2: Check with any witnesses.

Step 3: Clarify the problem and how it could have been resolved better.



Decide on a sanction and/or support that the child may need.

Lunchtime staff can also give behaviour stages to children. It is their responsibility to let the class teacher know. Any stage given at lunchtime will be added to the child's class stages for that day.

Lunchtime staff will speak to the lunchtime manager if they have any queries regarding managing behaviour.

### **The school considers some behaviours unacceptable:**

- Swearing to an adult or another pupil leads to Stage 3 straightaway and parents will be informed.
- Fighting or intentionally hurting another child or adult physically or damaging school property leads to Stage 4 straightaway and a phone call will be made to parents. They will miss 1 day of break and lunch playtime. The incident will also be recorded on CPOMS.
- A child whose behaviour persists may be identified by staff to need an Individual Behaviour Plan (IBP). Targets will be agreed by staff and parents.
- From time to time it may be necessary to exclude a child from school for inappropriate behaviour. It is important that parents are made aware that the end result of the cumulative problem of bad behaviour or disruption is that their child could be excluded from school. The LA procedure for exclusions will be used. (See Appendix 3- Exclusion Policy)

Each day is a fresh start for the children and any stages from the previous day do not roll over.

All stages are recorded electronically on a class behaviour recording excel grid. The Headteacher will monitor incidents of behaviour each week.

The children in the Sunshine room do not use the behaviour stages due to the complex needs of the children. A behaviour book is used to record incidents and time out is given when appropriate.

### **Behaviour Expectations In and Around School**

We expect children to behave in and around school creating and sustaining a positive, supportive and safe environment for all. With any transitions around school, the teacher will lead the line with support staff (where available) at the

back to maintain line of sight. Lining up in register order is encouraged with any exceptions based on the needs of the children.

## **The School Environment**

Classrooms will be tidy and well organised as this has a positive impact on behaviour. Tables will be clutter free and have minimal resources on them. Classroom and corridor displays will be relevant and kept neat and tidy. It is the responsibility of adults and children alike to maintain our school by looking after the resources and displays.

## **Corridors**

Children are expected to walk quietly and orderly around the building at all times (especially when passing through areas where other people are working). Children should be encouraged to hold doors open for others showing politeness and consideration for others.

## **Assemblies**

Staff and children are expected to enter and leave the hall and sit quietly (listening to the music) during assembly showing respect for the adult or children delivering the assembly.

## **The Dining Hall**

Children should line up sensibly and take their meal and follow any directions of the lunchtime staff. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground.

## **The Playground**

At playtimes and lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt or need support in resolving an incident/difficulty. Staff on duty will circulate and interact with children and make sure all areas are covered.

## **School Uniform**

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the on the school website, or available in printed form from the school office. All members of staff are expected to enforce rules on school uniform in a sensitive

manner taking into consideration each family circumstance.

## **Behaviour on Trips and Visits**

We expect our children to behave properly on their way to school and when wearing school uniform in a public place.

Children will follow the school rules and show good behaviour when on trips as they are representing the school. Children will:

- Behave in a quiet and sensible way
- Be mindful of the public
- Be polite at all times
- Sit quietly on the bus or coach
- Stay with their group and teacher
- Take responsibility for looking after all their belongings;
- Bring drinks in cartons – not glass bottles
- Eat their meals in designated areas – not on the bus or coach
- Help look after the environment – **NO LITTER**

We also expect them to behave properly when engaged in extended schools' activities, which take place beyond the school day – e.g. after school clubs, school football matches, all sporting events etc.

## **Physical Contact**

At Sandfield Close Primary School, we recognise that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as in PE or Music (This should be done with the pupil's agreement), for pupils with Special Educational Needs or Disabilities (SEND) who need more physical contact to assist their everyday learning or the administration of first aid and intimate care. Physical contact is also used to reassure and comfort children. This is especially pertinent during the settling-in period in EYFS classes where children may need to be offered physical reassurance.

Staff will comfort children where necessary, but will use minimal physical contact and we ensure staff are trained in safeguarding and endeavour to teach children about personal space.

## **Use of Reasonable Force**

On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported. Examples of circumstances when proportionate use of force may be

reasonable:

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities

## **Team Teach Approach**

Some of our staff are trained in the Team Teach approach for dealing with extreme cases of behaviour. This involves de-escalation techniques which are followed by all staff. In very rare cases, physical restraint might be necessary for the safety of the child or others. Only adults who have been trained to do this will restrain the child. If this happens parents are informed. All incidents where holding has been appropriate are recorded, parents/carers informed, and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches. Further information about use of reasonable force at Sandfield Close Primary School is contained in our Physical Intervention and Restraint Policy. (Appendix 4)

## **Guidelines on Intervening in Fights/Disputes**

Through the implementation of this policy, we expect fighting to be an extremely rare occurrence. However, if a child does lose his/her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- To give strong verbal instructions to move other children away
- To give strong verbal instructions to separate the children involved – tell them to stop in an assertive voice
- It is school policy for only team teach trained staff to intervene and physically prevent a pupil from hurting him/herself or anyone else (see the school's Physical Intervention and Restraint Policy- Appendix 4)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children
- We will never pre-judge a situation
- Parents will be informed

## **Searching, Screening and Confiscation**

We follow the statutory DfE guidance 'Searching, Screening and Confiscation

July 2022'. As such, should the need arise to screen or search a pupil this will be done in line with the above guidance and only with the authorisation of the Headteacher.

If a search is required a teacher can search for any item with the child's permission. At Sandfield, we may need to do this to help our younger children find items in their bags. If something from the class is missing or there is suspicion of a prohibited item and a search is required, the class teacher must discuss with the Headteacher or Deputy first. They may delegate this to be class teacher once discussed. The class teacher should ask the whole class to empty their bag or pockets.

If an individual needs to be searched, this should only happen in the presence of their parent or carer and only if a senior member is involved e.g. Headteacher or Deputy. It should only be under the following circumstances:

- They have reasonable grounds to suspect that the pupil may have a prohibited item such as:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes
  - Fireworks
  - Pornographic images
- They have an article a member of staff reasonably suspects is likely to be used to commit an offence
- Or one that would cause personal injury to another or that could cause damage to property.

Any search by a member of staff for a prohibited item will be recorded in the school's safeguarding reporting system (CPOMS) and will include the following information:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

## **Exclusions**

Exclusion of any nature is considered a last resort and only used after a range of measures have been tried to improve the pupils' behaviour. Pupils considered at risk of exclusion are referred to appropriate external agencies and are given alternative or additional provision to meet their needs e.g. A reduced timetable or a 'managed move' to another school. Such actions would only be taken with the full knowledge and cooperation of all the parties involved, including the parents, governors and the local authority. All exclusion cases will be treated with the strictest confidence. See Appendix 3-Exclusion Policy

## **Training**

All staff at Sandfield Close Primary School are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development. All staffing training is logged and monitored.

## **Roles and Responsibilities**

### **The Headteacher**

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Monitoring the class behaviour stages weekly
- Monitoring serious incidents of behaviour including bullying, racist, homophobic, E-Safety and sexualised behaviours
- Monitoring cases of exclusions and positive handling
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently
- Speak to parents when appropriate in some cases

### **School Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviours in and around school
- Providing a personalised approach to the specific behavioural needs of particular children with guidance from the SENDCo or other professional agencies
- Recording behaviour stages on the electronic system
- Sending children for reflection time at playtimes/lunchtimes

### **School Management**

The senior and middle leaders of the school will support staff in responding to behaviour incidents and provide guidance when necessary.

## **Parents**

Parents are expected to:

- Support their child in adhering to our School Rules and promoting good behaviour in school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Follow the steps below when they have a behaviour concern:
  - Discuss any behavioural concerns with the class teacher in the first instance
  - Arrange a follow up meeting with the class teacher to discuss actions taken and the outcome
  - If they feel the issue has not been resolved arrange to talk to the phase leader or Deputy Head.
  - In some significant cases arrange to speak to the Headteacher

## **Monitoring and Evaluation of the Behaviour Policy**

It is the responsibility of Governing Body to monitor that this policy is administered fairly and consistently. The Head teacher monitors the effectiveness of this policy. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The Governing Body has a legal responsibility to monitor that this policy is followed fairly, consistently and in line with the 'Equality Act 2010' and bring the contents of the behaviour policy to the attention of parents at least once a year. At Sandfield Close, we will do this by publishing the policy on our website and through newsletters or email.

The Head teacher keeps a record of incidents and any protected characteristics of the children involved for monitoring purposes. Information, records concerning bullying, racist incidents, violent incidents, staff questionnaires, monitoring around the school by senior leaders, relevant sections of the OFSTED reports and staff training will inform the evaluation process. Pupil behaviour will be monitored through the records kept by staff and observations by senior leaders around the school. This policy is reviewed annually.

Last review date: January 2025

Reviewed by: Performance & Standards Committee

Date of next review: January 2026

## **Appendix 1 – Anti-Bullying Policy**

### **ANTI-BULLYING POLICY**

#### **Aims:**

1. To provide a secure, positive and mutually respectful and inclusive environment for learning, ensuring that pupils, staff and visitors feel safe and free from intimidation in the school community.
2. To enable pupils to recognise bullying in all its forms and to understand that it is always unacceptable.
3. To educate pupils and staff in why bullying and harassment occurs, and its impact on the victim.
4. To educate staff and pupils in strategies for preventing bullying in any form.
5. To have in place an anti-bullying support system that all staff and pupils understand in order to enable individuals to develop strategies to avoid being a victim and to cope with the effects of being bullied; and to help the perpetrators to develop positive strategies.
6. To provide a means for pupils to have a voice in the management of bullying.
7. To regularly monitor and review the policy with involvement of staff, pupils, parents/carers and the wider school community.

We believe that all individuals within the school community have the right to develop their skills and knowledge in a safe, secure and supportive environment, free from intimidation, prejudice or discrimination of any kind, and they should be guided to extend this beyond school into the wider community. This is carried out



though:

- Teaching, modelling and promoting respect and tolerance for each other
- Helping everyone towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships
- Helping those who have bullied as well as their victims to develop positive strategies to cope with negative emotions and stress.

We believe in encouraging an environment where individuality is celebrated and everyone can develop without fear.

We define bullying as an act that is ongoing, deliberate and intended to cause harm either emotionally or physically. The four main types of bullying are:

- **Physical** - hitting, kicking, taking belongings
- **Verbal** - name-calling, insulting, racist remarks, homophobic language, unkind personal comments
- **Indirect** - spreading rumors, excluding someone from social groups
- **Cyber-Bullying** - sending nasty emails, texts or making nasty phone calls

Specific types of bullying include:

- **Racial** – because of or associated with an individual's race, ethnicity or nationality such as racist taunts or gestures
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Homophobic** – because of, or focused on the issue of sexuality
- **SEN/ Disability** – because of an individual's learning or physical condition
- **Home Circumstances** – bullying of young carers or looked after child
- Bullying due to **appearance or health conditions**

Any bullying, whether physical or non-physical may result in lasting psychological damage to the individual.

We teach children to recognise bullying through the STOP model – 'Several Times On Purpose' and seek to encourage a climate in which the children themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than telling tales and 'Start Telling Other People'. Should any bullying take place, it must be reported immediately to school either by children or parents/carers. The report will be listened to, taken seriously and appropriate enquiries made. The outcome of those enquiries will be made known to all those involved.

Bullying does not include occasional fighting or falling out between friends. Single incidences of verbal or physical attack, and behavior are also taken

seriously and dealt with by the school in line with the Behaviour policy.

## **Practice and Procedures**

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach, by being supportive of each other, by providing positive role models and by making it clear that any form of bullying or intimidation is unacceptable. Everyone is responsible for ensuring that the school rules are adhered to. Everyone is expected to be vigilant and to report any incidents of bullying or intimidation.

Any Bullying incidents will be dealt with through the sanctions in the Behaviour Policy. The sanctions may depend of whether the bullying was physical or non-physical and whether it was a first or repeated incident. When the incident is relatively serious then the whole school community will be made aware of the issue and the resulting action.

### **Staff:**

Staff have a vital role to play as they are at the forefront of behaviour management and support. They also have the closest knowledge of the pupils in their care and a duty to establish relationships built on mutual support, trust and respect.

We expect staff to:

- Provide pupils with a framework of good behaviour including clear class and school rules supporting the whole school policy as described in the Behaviour Policy (rewards and sanctions)
- Show respect, support and care towards all pupils and colleagues, setting a good tone and creating a positive atmosphere where bullying and violence are not tolerated
- Provide pupils with good role models
- Ensure pupils understand what constitutes bullying and what to do about it
- Raise awareness of bullying, bystander behaviour and positive strategies through a variety of means including Anti-Bullying week, Promoting British Values and the Protected Characteristics, assemblies, PSHE/RHE lessons, RE lessons, School Council and displays
- Provide pupils with quality playground equipment to encourage sharing, taking turns and team play and reduce playground incidents
- All staff to monitor and record incidents of bullying/intimidation, and to share concerns about individuals with the Headteacher as well as making key team members aware
- Take part in all relevant professional development

## **Parents/Carers:**

We expect that parents will work to help and support the school in ensuring that their child feels happy safe and secure. They will:

- Be clear that bullying is an unkind act that happens several times on purpose with the intention to hurt someone
- Be clear that the school does not tolerate bullying
- Discourage their children from bullying behaviour at school, at home or elsewhere
- Watch out for signs that their children are being bullied, or are bullying others and contact the school if they have any concerns
- Support the school and be fully involved in any aspect of their pupil's behaviour
- Have the confidence that the school will take any complaint about bullying seriously and will investigate/resolve as necessary
- Respond to any consultation with their ideas, views and opinions
- Maintain regular communication with the school

## **Governors**

We expect that governors will:

- Support the Head teacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying
- Respond to any consultation with their ideas, views and opinions
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Review the policy annually

## **Pupils**

Pupils will be given guidelines to help them avoid becoming involved in bullying. We expect that pupils will:

- Support the school's anti-bullying ethos
- Know how to report bullying concerns they witness through the STOP! (Start Telling Other People) worry boxes in all classrooms or tell a trusted adult
- Know that they will be listened to and supported in reporting incidents of bullying

- Be reassured that action regarding bullying will take place and that steps are taken to make them feel safe again
- Accept help to build confidence and resilience
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn
- Take part in PSHE and RHE lessons to support pupils to build healthy, positive relationships and understand the importance of equality and respect
- Be aware of their rights and responsibilities as citizens

And as perpetrators:

- Accept sanctions as a result of their actions
- Face up to the harm they have caused and accept responsibility
- Learn positive strategies for dealing with negative emotions
- Take steps to repair the harm they have caused

## **Reporting Incidents of Bullying**

All reports of bullying will be listened to, recorded and investigated.

Staff witnessing or receiving reports, incidents of bullying must record on the Bullying incident reporting sheet as well as on CPOMS.

Pupils witnessing bullying must report it immediately to the nearest available member of staff.

Parents with concerns about their pupil being bullied should contact the school as soon as possible and talk to the class teacher or Head.

Pupils experiencing bullying should report it as soon as possible to the nearest available member of staff or the member of staff they feel most able to talk to or by a note placed in a STOP! Worry Box.

Where necessary, parents will be informed.

Staff experiencing bullying must report it to the designated members of SLT

Where the incident is of a Racist, Sexist or Homophobic nature appropriate forms will need to be filled out

## **Recording:**

- All incidents MUST recorded on Bullying incident reporting sheets and given to the Headteacher

- Incidents of Racist, Sexist, Homophobic Bullying or Child on Child Sexualised Harassment will be recorded on the appropriate form available from the Headteacher
- Where staff experience bullying refer to the Headteacher or Complaints Policy
- A record of any meetings with parents will be kept on CPOMs

### **Support for Victim and Perpetrator**

Support will be offered to both the victim and perpetrator through work with a staff member or a professional agency which would include:

- One to one meetings to discuss feelings and emotions and how to deal with them
- Work on social stories
- Work on self-image and self-esteem
- Positive verbal and body language

### **Monitoring**

It is the responsibility of Governing Body to monitor that this policy is administered fairly and consistently. The Head teacher monitors the effectiveness of this policy. They also report to the Governing Body on the effectiveness of the policy including all incidents of bullying and, if necessary, make recommendations for further improvements.

Reviewed: January 2025

Reviewed annually

### **Useful Organisations:**

#### **Anti-Bullying Alliance (ABA)**

A coalition of organisations and individuals that are united against bullying,

Website: <https://anti-bullyingalliance.org.uk>

Email: [aba@ncb.org.uk](mailto:aba@ncb.org.uk)

#### **ChildLine**

Offers a free 24-hour helpline and counselling service for child in distress or danger.

Telephone: 0800 1111

#### **Act Against Bullying**

A national charity which highlights new forms of bullying, particularly bullying

through social exclusion.

Website: <https://actagainstbullying.org>

### **Bully Free Zone**

Provides a peer-mediation service, written and telephone advice, and provides training for child and young people, parents, teachers, youth workers and other professionals.

### **Kidscape**

Provides training for professionals, courses for bullied child, a helpline for parents of bullied child, and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Telephone: 020 7730 3300


Website: <https://www.kidscape.org.uk>

### **National Society of Prevention of Cruelty to Child (NSPCC)**

NSPCC aims to end cruelty to child. The society works with child and families, as well as influencing public policy and attitudes.

Telephone: 0808 800 5000

## Appendix 2 – Behaviour Stages

<div><div>Sandfield Close Primary School Behaviour Stages</div><div> SANDFIELD CLOSE PRIMARY SCHOOL</div></div>	
<b>STAGE 1</b>	<b>Warning given to improve behaviour</b>
<b>STAGE 2</b>	<b>Time out in class</b>
<b>STAGE 3</b>	<b>Time out in another class</b>
<b>STAGE 4</b>	<b>Spoken to by DHT or Head Teacher, a call home to Parents and missing break/lunch</b>

# STAGE 5

**Parents called into school to see Headteacher**

## Appendix 3 - Exclusion Policy



### EXCLUSIONS POLICY

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. We do not wish to exclude any child from school, but sometimes this may be necessary.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

- Risk of serious harm to the education or welfare of the pupil
- Risk of serious harm to the education or welfare of another pupil
- Risk of serious harm to adults working within the school
- Serious malicious damage to school property
- Criminal activity e.g. possession of drugs

Any exclusion will be at the recommendation of the Head teacher and the discretion of the Governors using the DFE guidance on exclusion from schools: 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion updated 2022'.

### Temporary Internal Exclusion

It is our duty to ensure children have their right to an education and where



possible any exclusion from lessons for behaviour should be minimised. It is acknowledged, however, that this may be necessary, to preserve good order in class. Where all sanctions have been exhausted, children can be sent to the Head Teacher or Deputy Head Teacher, as required. They will ensure that the right support is provided. It is the responsibility of the referring member of staff to ensure that the child has work to complete and that they understand what has been taught. Internal exclusions could form any of the following:

- They may include periods of up to three days where the child may miss breaktime, lunchtime and lesson times
- This fixed term internal exclusion will be supervised by the Head Teacher or Deputy Head Teacher, within a safe working space
- A Behaviour Support Plan will be implemented to monitor the child's behaviour during and following the period of exclusion for a suitable period of time.

### **Suspension or Temporary External Exclusion**

A suspension is a temporary external exclusion for a fixed period where a pupil's extreme or persistent behaviour seriously breaches children or adult's right to learn and be safe. Most external exclusions are of a fixed term nature and are of short duration (usually between one and three days).

Following the decision to internally exclude a child, parents/carers are contacted immediately where possible. A meeting will be held with the parents, child, Headteacher or Deputy, class teacher and SENDCo and followed up by a letter sent by post giving details of the exclusion and the date the exclusion ends. Parents or Carers have a right to make representations to the Governing Body and the LA as directed in the letter. During the course of a fixed term exclusion, parents/carers are advised that the pupil is not allowed on the school premises, and that daytime supervision is the responsibility of the parent with the support of the school.

A Return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Head Teacher or Deputy in their absence, the child, their parents/carers, SEMH link teacher and class teacher. Behaviour targets and risk assessment measures will be agreed by all. Behaviour will be continued to be monitored on return to school until all parties are happy with the improvement. The DfE's regulations allow the Head teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

### **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

- The first is a final, formal step in a concerted process for dealing with

disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)

- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or one-off offence. These might include:

-Serious actual or threatened violence against another pupil or a member of staff.  
Sexual abuse or assault.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. If the Headteacher decides to exclude a pupil either permanently or for a fixed period, the following considerations will be made:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the relevant policies.
- Allow the pupil to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

## **Pupils with Special Educational Needs and Disabled Pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil. Under the amended Disability Discrimination Act 1995 there is a legal duty not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability. 'Reasonable steps' should include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the pupil's behaviour declining

- Requesting external help with the pupil
- Staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

### **Marking Attendance Registers Following Exclusion**

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

### **Managed Move**

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to benefit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably the Headteacher may require the parents to remove the pupil at the end of a term. This is not exclusion and, in such cases, the Headteacher will work with the LA and will assist the parents in placing the pupil in another school.

### **Appeals Procedure**

An appeals committee is made up of between three and five members of the governing body. This committee considers any exclusion appeals on behalf of the governors.

The parents may be accompanied to the hearing by one other person. This may be a relative, friend or Parent Support Adviser. Legal representation will not normally be appropriate. If possible the governors will resolve the parents' complaint without the need for further investigation. Where further investigation is required governors will decide how it should be carried out. After consideration of all the facts considered to be relevant the governors will reach a decision on whether to uphold or rescind the exclusion or make other recommendations. This decision will be made within ten days of the hearing.

Parents will be informed in writing of the governors' decision and the reasons for it. Their decision will be final. The governors' findings and any recommendations will be sent in writing to the parents, Headteacher and Governing Body.

### **Monitoring**

It is the responsibility of Governing Body to monitor that this policy is administered fairly and consistently. The Head teacher monitors the effectiveness of this policy. They also report to the Governing Body on the effectiveness of the policy including all incidents of exclusions and, if necessary,

make recommendations for further improvements.

Reviewed: January 2025

Reviewed annually



## **Appendix 4 – Physical Intervention and Restraint Policy**

### **Physical Intervention and Restraint Policy**

#### **Statement of Intent**

At Sandfield Close Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices and is clearly communicated and understood by pupils, parents and staff. We aim, as a school, to produce a safe and secure environment where all can learn. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. This policy aims to produce a consistent school response to any incidents that may occur and make clear each person's responsibilities with regard to physical intervention and restraint.

Our policy for physical intervention is based upon the following principles: -

- Physical intervention should be used only as a last resort when other appropriate strategies have failed
- Any physical contact should be only the minimum required
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned
- Incidents must be recorded and reported to the Head teacher as soon as possible
- Parents will be informed of each incident

#### **The Legal Framework**

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property

- prejudicing the maintenance of good order & discipline

## **Our Approach**

At Sandfield Close Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our Behaviour Policy. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the guidelines and approach of the school's Behaviour policy, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

## **Use of Reasonable Force & Physical Restraint**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Members of staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

In all circumstances other methods should be used if appropriate or effective and physical intervention or restraint should be a last resort.

When physical restraint becomes necessary:

**DO:**

- Tell the pupil what you are doing and why using simple and clear language
- Use the minimum force necessary
- Tell the pupil what they must do for you to remove the restraint (this may need frequent repetition)

**DON'T:**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil

**Actions after an Incident:**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil.

The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. After any incident involving a restraint a Record of Physical Restraint form (RPR – Appendix A) and a Positive Handling Plan (PHP –Appendix B) will need writing/reviewing. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of an individual behaviour plan, which may include an anger management programme, or other strategies agreed by the SENDCO.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

**Positive Handling Plans (Appendix B)**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises.

Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

## **Complaints and Allegations**

A clear physical intervention and restraint policy, adhered to by all staff and shared with parents, should empower everyone working with children at Sandfield Close Primary School. Any concern about the use of physical intervention and restraint would lead to a full investigation.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

## **Roles and Responsibilities**

### **The Head Teacher**

- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community
- Ensure that the school is a safe place for all pupils and staff
- Ensures incidents are recorded appropriately
- Ensures that all staff members receive sufficient training to be equipped to deal with incidents that require physical intervention and restraint
- Ensures that staff receive appropriate support following an incident
- Communicate effectively and promptly with parents

### **Staff**

- Follow the positive handling plans for those with recognised emotional/behavioural difficulties.
- Inform head teacher of any incidents involving physical intervention or restraint.
- Complete the Record of Physical Restraint form – Appendix A and Write/review Positive Handling Plan -Appendix B with support from the SENDCo and share with parents and relevant staff
- Upload the RPR and PHP to the child's CPOMs record
- Communicate any concerns to the head teacher.

### **Parents**

- Attend meetings arranged by members of staff and cooperate in devising

- strategies, planned responses and PHPs which will support the child
- Sign and support the PHP
- Communicate any concerns to an appropriate member of staff

## Appendix A – Record of Physical Restraint Form



### Sandfield Close Primary School Record of Physical Restraint Form

Date of Incident:	Time of Incident:	Location of Incident:
Name of Child:		Name of Staff Member(s) involved:
Adult Witnesses to Restraint:		Pupil Witnesses to Restraint:
Reason why Restraint was thought as necessary:		
Outline of Events/Triggers Leading up to the Restraint:		
Outline of Incident of Restraint, including Restraint Method used:		
What was done to De-escalate the Situation?		
Description of any injury sustained and any subsequent treatment:		



Date/Time Parent/Carer Informed of Incident:	Parent/Carer Informed by:
Outline of Parent/Carer Response:	
Signatures of Staff Completing Form:	
Brief Description of any Subsequent Injury, Complaint or Action:	

## Appendix B – Positive Handling Plan

### Sandfield Close Primary School Positive Handling Plan



Name of Child:	Year Group:	Class Teacher and Key Person:	Safe Place:
Reason for completing/updating PHP:			
Things/subjects I like/am good at:			
Medical: (If there is a diagnosis or referral that we are waiting for e.g. ADHD referral to speech & language)			
Triggers: (change of routine/adult, noise etc.)			
Current Provision: (visual timetable, safe space)			
<b>Behaviours and what you will see:</b>			
Anxiety Behaviours: (e.g. fidgeting, noises, shouting out)	Defensive Behaviours: (e.g. gets out of chair, disrupting others)	Crisis Behaviours: (e.g. shouting, being rude to staff, leaves room)	<b>Follow up:</b> (e.g. comic strip conversation)

<b>How to respond and what you are going to do:</b>			
			<b>Consequence:</b> Complete any work missed. Put it right e.g. pick things up, apologise
Child:	Parent:	Teacher:	
Key Person:	SENDCo:	Headteacher:	