



BEHAVIOUR POLICY

Date of Policy	January 2024
Member of staff responsible	Joanna Woodhead
Role	Deputy Head (Pastoral)

Last Review	Significant changes
April 2025	Updated names following change in roles

Aims

The school has a responsibility to ensure that children are expected to be safe, kind, courteous, honest, hardworking, self-disciplined, respectful of themselves, others and of British values, and capable of self-regulation: They should be encouraged to develop talents to reach their potential and to mature into individuals who are confident and accept their responsibilities.

Corporal punishment is not used nor is it threatened. We do not shout at or humiliate children.

Objectives

- ✚ to provide a caring, friendly yet disciplined atmosphere within a safe and stimulating environment
- ✚ to enable the children to develop a sense of the fact that with rights come responsibilities
- ✚ to create a sense of belonging to a wider family, our St Faith's family.
- ✚ to encourage participation in a wide range of activities to allow opportunities for children to discover their potential in a variety of spheres
- ✚ to encourage high moral values and a sense of respect
- ✚ to develop a deep understanding of British Values
- ✚ to encourage appropriate work habits, applauding the pursuit of personal excellence
- ✚ to encourage the pupil voice in all aspects of the school
- ✚ to encourage an expectation of high standards
- ✚ to provide opportunities for positive reinforcement through personal and public recognition of achievement
- ✚ to prepare pupils for the transfer into their respective senior schools

Rules for our St Faith's family:

**Be Safe
Be kind and honest
Be the best you can be
and make wise choices**

The Rules for our St Faith's Family are considered as rights and responsibilities

I have the right to...	I have the responsibility to...
feel safe at all times	make sure other people are safe
know that people are kind and honest to me	be honest and kind to other people
be supported to be the best I can be	be the best I can be in everything I do
have the chance to make choices	make wise choices

Year Group/ Class expectations (rules)

Class teachers should establish year group expectations together at the beginning of the year as the children move between classes regularly. Each one should have a direct connection to the four school rules.

Pastoral Structure

Class teacher/Nursery Staff/Teaching Assistants/Office Staff - the first and most important part of the pastoral team - day to day care of the children and liaison with parents.

Head of Early Years - overview of early years pastoral care.

Deputy Head (Pastoral) - overview and development of whole school pastoral systems. Day to day running of behaviour matters.

Head - holding the Deputy Head to account and dealing with more serious behaviour issues.

Achieving our objectives - focusing on the positive!

We will encourage children to develop and embed their following of the school rules by:

Be safe

- ✚ Developing systems to ensure that the site is safe - see Health and Safety Policy

- ✚ Having a robust system of reporting and acting on welfare and Safeguarding concerns -see Safeguarding and Child Protection Policy - no issue is too small
- ✚ Using the school rules as the broad objectives, develop class rules and rules for specific areas e.g. the playground
- ✚ Integrate matters of safety into the PSHEE curriculum and teach it in all aspects of the school day.

Be kind and honest

- ✚ Democratic election to the friendship council run by the Head.
- ✚ Friend of the week award
- ✚ Constant reinforcement of kind and honest behaviours

Be the best you can be

- ✚ Class responsibilities, and the democratic election of school councillors
- ✚ Awarding prefect duties in Year 6
- ✚ Awarding of rewards such as star of the week and headteacher's awards
- ✚ Stars for exceptional work based on the individual child's standards - cumulative towards personal certificates

And make wise choices

- ✚ All adults use the positive language of choices e.g. instead of "Don't run!", "Walk!" or "Why is that not safe?"
- ✚ The house system to increase a sense of belongingness and the understanding of the consequences, both positive and negative, of making choices. All houses meet at intervals to discuss behaviour, achievements and attitude. Events throughout the year are held in houses. Housepoints are awarded for active promotion of the school rules. Housepoints are added together weekly and celebrated, plus the house with the most accumulated points at the end of term are given a house treat.

Opportunities for Improving Self-Confidence:

Fair and transparent application of the school rules, the principles of Growth Mindset and framing corrective comments to focus on what a child should be doing e.g. "Stay safe - walk- thank you" rather than "Don't run".

PSHEE and RE curricula which plan for development opportunities.

Success in academic work, sport, music, drama or any other recognised pursuit is important in the social development of children. This includes tasks to match the children's ability. The school is committed to providing a wide variety of Extra-Curricular Activities in order to give each child the best possible chance of finding an area in which they may excel.

Much like academic support, **individuals and classes may be differentiated for** in other ways, provided the whole-school systems still remain in place. If such an arrangement is proposed, the SLT should be informed.

Class Assembly - each class performs an assembly to the whole school on a twice annual basis allowing opportunities for public speaking and performance.

Additionally, children participate in the following **musical activities** during the course of the year, allowing talents to be recognised:

- ✚ Church services at Christmas, Easter and end of academic year
- ✚ School productions at Christmas and in June
- ✚ House Music Competition
- ✚ Local Music Festivals
- ✚ Class music recitals
- ✚ Concerts in school
- ✚ Grandparents' Day
- ✚ Speech day
- ✚ Twilight Concerts

A commitment to **competitive sport** gives many opportunities for children to find enjoyment and success, often at a high level. The provision of 'A' and 'Development' teams in many sports ensures that as many children as possible are involved in matches on a regular basis.

We believe that we have an all-inclusive and equal opportunity for all involved, regardless of gender, culture or age.

Charities

Each academic year, each house selects a charity and this is then the recipient of any funds raised during that year. The children develop an awareness of other people's needs through raising funds for other charities such as Children in Need and sponsorship of child via PLANUK. At Harvest the Deal Food Bank is the main beneficiary.

Every interaction we have with a child has the potential to improve or diminish self-confidence.

Rewards for wise behaviour choices and acceptance of our responsibilities

- ✚ The most effective feedback is always personal and instantaneous. This increases the child's sense of wellbeing, recognition and belonging.
- ✚ Housepoints- for being a good member of our St Faith's family.
- ✚ Stars - for very good work in relation to the child's norm.
- ✚ Head's Award - for an exceptionally good piece of work (not homework).
- ✚ Star of the week - to include a citation in assembly (class teachers to keep a spreadsheet to ensure fair distribution).
- ✚ Friend of the Week - awarded by the Friendship Council
- ✚ House Champion - awarded termly.

Consequences for poor behaviour choices and the inability to accept responsibilities

This must be supported by the use of positive language of what should be happening and a focus on the choice of behaviour, not the child.

These must be applied within the context of age and stage appropriateness.

Step 1 - Reminder

If the child is not following the school rules and has not responded to staff direction, the staff use will use a 'direct reminder'. The staff member will directly speak to the child to remind them of the expectation, ensuring that the child is looking and listening.

[Name] thank you for looking. Your responsibility is to.....

If the child corrects their behaviour, staff will praise the child for making the right choice.

Step 2 - Warning - (repeated warnings will be recorded in children for concern in Staff Meetings)

If the child does not respond to the 'direct reminder' the member of staff will issue a warning (showing them an orange card/star if a visual cue is needed), still giving the child an opportunity and the choice to correct their behaviour.

[Name] thank you for looking. This is now a warning (point to visual if needed). Either you choose to [change your behaviour...] or you will choose to have reflection time outside our class.

If the child corrects their behaviour, staff will praise the child for making the right the choice.

Step 3 - Reflection time in another class in the block or the Computer Room. (must be recorded on the behaviour log by the sending teacher)

If the child still does not respond, the member of staff will inform the child of the consequence of their choice and tell them that they now have 'reflection time' in another class to think about their behaviour. The child will be sent to the other class accompanied by another child.

Reflection time will always be in view of the member of staff. The child may be separated from the other children if necessary. The time will be determined by the sending teacher. All classes will have a stock of reflection time sheets (Appendix A) and choose the most appropriate sheet for the pupil to complete.

[Name] Thank you for looking. As you have continued to choose to.....you have now chosen to have reflection time (point to visual if needed).

At the end of the reflection time, it is important that the member of staff supports the child to re-engage with the rest of class and encourages positive behaviour.

We will now return to the rest of the class and this is your chance to show me how to.....(insert positive of the negative behaviour that was being shown)

At the end of the lesson (in their free time), the child will be required to catch up on the missed learning time lost so they are not disadvantaged.

Step 4 - Robust discussion with a Deputy Head

If the child returns and within that session continues to make poor choices and not follow the School Rules, the child will be taken to see either of the Deputy Heads. The child will be asked to have a 5-minute reflection time to think about what has happened before speaking to a Deputy Head. This time will be used by the Deputy to 'dig deep' into the behaviour and its triggers, ensuring that the child is listened to.

Step 5 - Sent to Head

If step 4 repeatedly happens, or the choice is sufficiently poor e.g. violence, repeatedly refusing to obey an adult, the child will be accompanied to the Head's office.

Step 6 - Behaviour Support Plan

When a child demonstrates behaviour that is consistently unacceptable, a pastoral support plan is drawn up and agreed with the child and parents providing a structure for acceptable behaviour and reward for success. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the behaviour policy must be implemented. (Appendix B)

Step 7 - Released Home

To be applied by the Head in the case of step 6 being unsuccessful or of serious poor behaviour choices such as unprovoked violence, refusal to obey a member of the SLT, deliberately striking an adult or child-on-child abuse.

Released Home

A child may be sent home or asked to serve an informal one-day away from school (Released Home). The purpose of this time away from school is for the family to reflect as to whether they are able to support the Head's responsibility to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School community as a whole.

Temporary Exclusion (Suspension) or Permanent Exclusion (Expulsion)

On the rare occasions where there are serious issues with a pupil's behaviour, where it is felt inappropriate for the pupil to remain in school for the physical, emotional or learning safety of themselves or others (including the adults), then exclusion will be considered. Exclusion of a pupil may take place if:

- ✚ In the opinion of the Head a number of sanctions have been applied with no significant effect
- ✚ The child in question by his/her continued behaviour is causing danger or harm to themselves or others, including staff
- ✚ The attitude or behaviour is disrupting other pupils' opportunities to learn

If actions of the child are considered criminal e.g. stealing, criminal damage, serious assault, continuous breach of other children's or adults' right to be safe and learn, permanent exclusion will be a sanction considered by the Head.

There will be a full discussion with the pupil and with the parents about the incident after a complete investigation has taken place. Exclusion will be for as short a period of time as possible. If parents do not agree with the decision to exclude, which would only be taken after consultation with parents, they may appeal to the Proprietor. It should be noted that, in the contract parents sign when their children are admitted to St Faith's, there is a clause giving the Head and Deputy Head the right to exclude in extreme circumstances.

Other possible consequences that can be used by class teacher, but only with the sanction of the Head or Deputies:

- ✚ Working in Head's study for choosing to not work in class or disruptive behaviour
- ✚ minus housepoint (consider the impact/ lack thereof)
- ✚ written consequence - letter of apology - given and monitored by staff member concerned
- ✚ The Head (and line managers) should be made aware of any recurring issues concerning behaviour and discipline.
- ✚ Children sent out of classrooms to the Head or another class on disciplinary issues MUST be accompanied.

The Teacher's Role

Teachers play a key part in fostering good standards of behaviour, developing good relationships between adults and pupils at the school, and thus supporting the school's policies. The school's expectations are set out at Staff Induction when a new teacher joins the school. They are also to be found in the Staff Handbook. This will be done in the following ways:

- ✚ Having high expectations of pupils in their behaviour and achievement in lessons. Providing consistent classroom management of the pupils in lesson times.
- ✚ Modelling good behaviour in their own conduct and manner towards the pupils wherever they may come into contact with them. Such behaviour modelling is a significant factor.
- ✚ Asserting good values of conduct on the sports field.

- ✚ Discussion of issues with children during one to one and group tutorial sessions.

The Parent's Role

Parents and carers also play a key role in helping the school, working together to understand the child and support them appropriately: in short, the more we know, the more we can support.

In all cases where the behaviour policy of the school determines sanctions against a pupil beyond minor issues, parents will be informed and kept up to date with proceedings.

Where necessary, other agencies shall be informed as appropriate.

Confiscation of pupil property

The Education Act 2006 gives teachers the power to confiscate pupil property so long as three conditions apply:

1. The person acting in this way has the appropriate authority, which any paid teacher does
2. The confiscation was on school premises or while the pupil was under the school's control
3. The confiscation was reasonable.

The Act lays the burden of proving that the confiscation was reasonable in the view of the teacher, not the pupil or the parent. Teachers should, therefore, use this power carefully and with common sense. An obvious example is in relation to toys. It would be adjudged reasonable to confiscate a toy that was being used during a lesson, but it would probably not be reasonable or proportionate to keep that toy after the end of the school day on which it was confiscated.

Behaviour and Social Log, and Bullying Log - keeping thresholds low - Safeguarding Culture

There is a Behaviour and Social Log kept on 3sys. A Bullying Log kept in Staff Data - Pastoral - Logs which all staff can access and log any behaviour they feel we need to report and monitor. In addition to these logs we also have separate logs for E-safety, Racial Incidents and Sexual Violence and Sexual Harassment (SVSH). Often, it is the broader social issues that help us to understand a child's motivations and therefore logging behaviour and social incidents is very important.

Code of Conduct

All pupils sign the **Code of Conduct for Pupils** (a copy of the school rules).

Bullying

The School has an Anti-Bullying Policy all incidents of possible bullying are treated seriously and sensitively.

Nursery and Reception (Early Years)

Please note that the term 'parents' also relates to carers and those with legal guardianship of children.

This policy applies to:

- Sandcastles Nursery including 'early,' 'late' and 'wrap around care'
- All staff, volunteers and visitors in Sandcastles Nursery

Sandcastles Nursery believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

The designated person for Behaviour Management within Sandcastles Nursery is in the first instance Mrs Helen Coombs (Head and Temporary Nursery Manager,) or in her absence Ms Faye Groombridge (Deputy Manager.)

Procedures:

- ✚ All staff keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- ✚ The setting accesses relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- ✚ We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- ✚ We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- ✚ We familiarise new staff and volunteers with the setting's behavioural management policy and its guidelines for behaviour.

- ✚ We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- ✚ We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with Children who Engage in Inconsiderate Behaviour:

- ✚ We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn an appropriate response.
- ✚ We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- ✚ We acknowledge considerate behaviour such as kindness and willingness to share.
- ✚ We support each child in developing self-esteem, confidence and feelings of competence.
- ✚ We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- ✚ We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- ✚ When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- ✚ We never send a child out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- ✚ We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- ✚ We do not use techniques intended to single out and humiliate individual children.
- ✚ We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- ✚ Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting manager and Head Teacher and are recorded in the child's personal file. The Child's parent is informed on the same day.
- ✚ In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitude, by means of explanation rather than personal blame.
- ✚ We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children Under Three Years:

- ✚ When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from older children.
- ✚ We recognise that young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- ✚ Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- ✚ If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety.'
- ✚ We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and Tumble Play and Fantasy Aggression:

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies.

- ✚ We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problems or aggressive.
- ✚ We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- ✚ We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- ✚ We are able to tune in to the content of play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful Behaviour:

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour

as 'bullying.' For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- ✚ We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- ✚ We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- ✚ Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- ✚ We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- ✚ We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others feelings.
- ✚ We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- ✚ We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- ✚ We support social skills through modelling behaviour, through activities, role play and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- ✚ We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person that they have hurt.
- ✚ When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for young children to engage in excessive hurtful behaviour are that:
 1. They do not feel securely attached to someone who can interpret and meet their needs - this may be in the home or in the setting.
 2. Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
 3. The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated.
 4. The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
 5. The child has a developmental condition that effects how they behave.

Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behavioural Support Team where necessary.

Monitoring

All logs will be constantly monitored by the Head and Deputy Head Pastoral, and also reviewed by the Senior Leadership Team termly to determine actions for improvement.

CODE OF CONDUCT FOR PUPILS (including Early Years)

As a member of our St Faith's family, I will try to follow the school rules and help other children to follow them too

**Be safe
Be kind and honest
Be the best you can be
and make wise choices**

Signed:

Name: _____ Date _____

Appendix A

Reflection Sheet - Key Stage 1



Name: _____ Class: _____ Date: _____

REFLECTION SHEET

What happened? _____



I was unkind



I was not working hard



I was talking



I hurt someone

Which of the school rules did you not follow?



☐	Be safe	☐	To make wise choices
☐	Be kind and honest	☐	Be the best you can be

How do I feel?

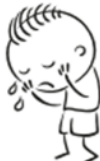
How do I feel?



Sad



Sorry



Upset

Next time a better choice would be to:



Work hard



Use kind words



Listen



Be kind to others



Share

Signed by:

Pupil _____ Teacher _____

Refelction Sheet Lower Key Stage 2 (Years 3 - 4)



St Faith's
PREP SCHOOL

Name: _____ Class: _____ Date: _____

REFLECTION SHEET

What happened?

Which of the school rules did you not follow?

☐	Be safe	☐	To make wise choices
☐	Be kind and honest	☐	Be the best you can be

How do I feel?

How do other people feel?

What was the impact of my behaviour?

☐	I interrupted my learning	☐	I put myself/other people in danger
☐	I interrupted the other children's learning	☐	I upset other people
☐			

What have I learnt?

What will I do next?

☐	Apologise to		
☐	Finish by work		
☐	Behave for the rest of the day	☐	Explain what I have learnt to my parents

Signed by:

Pupil _____ Teacher _____

Reflection Sheet Upper Key Stage 2 (Years 5 - 6)



St Faith's
PREP SCHOOL

Name: _____ Class: _____ Date: _____

REFLECTION SHEET

Why have I been sent out of class?

Which school rule or rules have I chosen to not follow?

How has my choice affected me?

How has my poor choice affected other people?

How can I change my behaviour?

What will I do next?

	Apologise to	
	Finish by work	
	Behave for the rest of the day	Explain what I have learnt to my parents

Signed by:

Pupil _____ Teacher _____

Appendix B

Behaviour Support Plan for _____

To be written by the class teacher and child in consultation with the parents and Deputy Head /
Head of Learning Enhancement

What will this look like if it is going well? (only positive statements)	
What do I find hard? (potential triggers)	What can adults do to help me?
The right language to use (Adults)	How will I be rewarded for good choices?
What will happen if I make poor choices?	My view - how do I feel about his plan?

Child's signature (date) _____

Teacher's signature (date) _____

Parents' signature (date) _____

Review date: _____