



Snape Wood Primary and Nursery School

Excellence for All

'We are a small school that makes a big difference'

'To provide excellence for all within a happy, safe, and stimulating learning environment'

WHOLE SCHOOL BEHAVIOUR POLICY

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Autumn 2024
Review Date:	Autumn 2026

Aims and Expectations

It is our aim at Snape Wood for each and every member of the school community to feel valued and respected, and that each person is treated fairly and well. We are a very caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone is happy, safe and secure. We know that children learn best when they know exactly what is expected of them.

Restorative Ethos

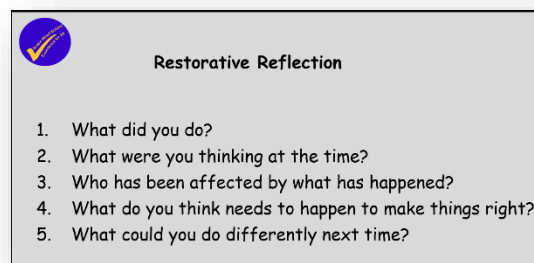
How we use a Restorative approach

Snape Wood Primary School's focus on teaching and learning is underpinned by a behaviour policy, which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning. Restorative approaches encourage pupils to reflect not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community. This supports pupils in applying the key principles of a restorative approach, which look to:

- Foster social relationships in a school community of mutual engagement.
- Be responsible for one's own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair.
- Be committed to an equitable process.
- Have everyone in school actively involved in decisions about their own lives.
- Create opportunities for reflective change in pupils and staff

The process involved in a restorative approach is based on 5 key questions:

1. What did you do?
2. What were you thinking at the time?
3. Who has been affected by what has happened?
4. What do you think needs to happen to make things right?
5. What could you do differently next time?



After each incident, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying sanctions but focus on the need to take responsibility for finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the school. These questions will be displayed in a specific area of the classroom. This will enable children to reflect when sent to partner class.

The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Method and

Approach

The school has 3 rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Our school rules are;

Children must follow all these three Golden school rules as the basis for behaviour expectations in school:

1. Do as you are asked first time
2. Show respect at all times
3. Take care of everyone and everything

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Positive Behaviour Policy

How do we promote good practice?

At Snape Wood Primary School, we promote a positive reward system that aims to celebrate the “positive achievements” that students make. The system has been developed by pupils, teaching staff and teaching partners. The implementation of the policy is monitored by the head teacher and governing body.

The children earn points by displaying one of our PRIDE values. This is recorded on Class Dojo.

P	Positive Attitude
R	Respect
I	Inquisitive
D	Determination
E	Empathy

How the reward system work?

The children are awarded a dojo for the PRIDE values displayed. The points are awarded for positive attitudes, effort and achievement. The collated Dojo PRIDE points can be exchanged for prizes from the PRIDE shop. The children can also save their PRIDE points for a bigger prize – this enables the children to understand key life skills – patience and the value of saving and working towards an end goal.

The purpose of Achievement Assembly in rewarding positive behaviour

The Head Teacher has a positive role to play in promoting and rewarding positive choices and outcomes. Certificates are presented each week in our special PRIDE Assembly, which is held on Friday mornings (sessions may change termly). Parents are invited by text to attend this assembly so that their presence is a surprise for the receiving child.

The reward system within the EYFS

Foundation and Nursery children follow the school System. As a way of further rewarding children, EYFS children can be moved up the Behaviour chart to be on the Proud cloud (class incentive alongside the whole school traffic light system). This allows children who are working hard during free flow times, supporting our schools' PRIDE ethos or challenging themselves in self-initiated activities to be rewarded for their extra effort.

Class Dojo:



We use the motivational platform Class Dojo (www.classdojo.com) to inform parents of positive things that have happened in school. Parents will also have sight of their child's Dojo points.

School Behaviour System

Our school behaviour system is based upon our '*PRIDE Values*'.

How does it work?

- Every class has a traffic light chart placed in the classroom. The traffic light colours are green, orange and red. Each colour will have the letters (PRIDE) to indicate which value the children have shown or breached.
- All children have their names outside of the chart. This indicates that all children are following the school rules and values at the beginning of the day. This is positive.
- A child will be placed on Green if they display one of the PRIDE values behaviours: 'John, you have shown positive attitude towards your learning – I am putting you on Green – positive attitude.
- If a child shows, a behaviour that does not follow our school rules/PRIDE values, the teacher will explain why, give them a reminder, and ask them to correct the behaviour. If the child continues to display the behaviour, their name will be moved on to "orange" – again the child will be reminded of the PRIDE value that has not been displayed. If the behaviour continues again their name will be moved on to "red", again the child will be reminded of the PRIDE value that has not been displayed.
- The teacher will move the child off orange or red, when their behaviour has improved, again the child will be reminded of the PRIDE value that has been displayed.
- If a child is on red and their behaviour is causing disruption to the rest of the class and impacting on the learning of others, they will be moved to a separate table or area in the classroom. If they persist with the disruption, then they will be sent to work in their partner class for the remainder of that session. The child will 'reflect about their behaviour' using the restorative practice reflection questions.

- In the rare occasion when this may happen twice in one day, the child will spend the rest of the day in their partner class. Class teachers must make sure the child is provided with work.
- When in their partner class, the child will be expected to adhere to the school behaviour policy, if they breach this, they will be seen by a member of the Senior Leadership Team and parents/carers will be contacted.
- Class teachers to phone parent/carers if a child:
 - Has moved to partner class consistently throughout the day
 - Any red card incidents.
 - Class teachers to inform parents/carers reason for the red card
 - Inform parent/carers of next steps
- If a child has 5 or more red cards within a half term, a parent/carer meeting will be arranged with the class teacher and senior leader.
 - A behaviour plan will be implemented
 - Targets will be agreed with parent/carer, child and school.
 - Behaviour plan will be monitored for any further red card incidents.
- Class teachers will keep a record of the frequency of red and orange against the child's name on class list. They should record the letter of the PRIDE value that the child has failed to display. Red cards will be recorded on CPOMS.
- Recording orange behaviour: class teachers will record the PRIDE value that the child has breached by recording the initials and frequency on a class list. This can be analysed by class teacher by the end of the week and decide on the nature of the behaviour and frequency. This can then be logged on CPOMS as:

Jo Bloggs has been on orange 4 times this week due to answering back (R - Respect).

Action: Monitor for following week and if it continues, arrange a meeting with parents.

- Class teacher to use R2i behaviour log to monitor the behaviours displayed. After analysis, targets will be set for the pupil (this needs to be shared with parent and pupil). If no improvement within a week, a meeting with a senior leader to be arranged.
- The child can be moved back at any time and the teacher will look out for improved behaviour when they know a child is on "orange" to try and encourage them to be either on green or outside of the chart by the end of the day. A child will only get a green card if they have been spotted displaying the PRIDE values and have moved to green.
- At the end of the week, class teachers will celebrate 'Good to be green' sessions (2:45 – 3:15) to reward all children who have made positive choices. Any child who has been on Orange or Red, will not be discriminated, but will miss a portion of the celebration session.

Some behaviour choices can result in an instant red cards for behaviour shown: (list is not exhaustive)

Answering back	Refusal of work
Refusal to share school resources	Refusal to carry out reasonable instructions
Repeated interrupt	Lack of co-operation
Aggressive behaviour	Retaliation
Refusing to answer	Repeatedly not listening to instructions
Rudeness	Damaging work
Moods and tantrums	Throwing things
Disruption of work	

Instant Red Cards for zero tolerance

These are rare instances where a child displays extreme behaviour that requires an immediate response. This might include: (list is not exhaustive)

- Leaving the school building or grounds without permission.
- Aggressive, intentional violence towards another pupil or member of staff.
- Severe verbal abuse towards another pupil or member of staff
- Stealing from another pupil or member of staff.
- Extreme violent destruction of the school environment or property – with intent to break or damage.
- Possession of restricted items; knives or weapons of intent to cause harm
- Bullying including homophobic bullying
- Racism
- Name calling other than racist name-calling
- Repeated defiance and non-compliant

The above examples are of zero tolerance behaviour and breach of protected characteristics. These behaviours may/will result in fixed term exclusions.

Persistent behaviour will result in meetings with parents and seeking external support.

Extra support

In some cases, extra support maybe needed. This support could be through;

- Social Skills group
- Provision Map - personalised adaptive timetable
- Individual behaviour plan
- Individual Handling and De-escalation Policy
- Educational Psychologist and Behaviour Support Team support.

Bullying

At Snape Wood, we have a zero tolerance towards any form of bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. School has an anti-bullying policy that outlines our ethos and protocols towards any aspect of bullying.

Physical Intervention (PI)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from causing physical and emotional harm to themselves or others.

Incidents of physical restraint must:

- Always be used as a last resort after de-escalation techniques have been employed
- Always performed by staff who have received accredited professional training.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS

If this happens regularly, an individual handling policy will be completed and school will work in partnership with parents and the Behaviour Support Team to modify behaviour. This generally applies to a small minority of children with additional needs.

Calming room

If a child struggles to regulate, they will be taken to the calming room by the adults. It is a safe space that enables the child to access resources to support their regulation.

Use of calming room

- Child should always be observed, through the windows/door.
- The length of time needs to be monitored, as a child should not be in there any longer than 10 minutes.
- Whilst the child is in the calming room, staff are to log (in the book provided) the trigger, date and time spend in the room.
- After 10 minutes, if the child is still angry, a member of staff is to enter the room and try other distraction techniques.
- Once the child has calmed, they can then use the sensory area/garden area (a maximum of 20 minutes).
- Then the child is to participate in a further calming activity (such as colouring) in the area provided, until the child is calm enough to go back to their working area.

Pupils' conduct outside the school gate or off- site.

There may be instances where a child has not made positive choices outside of school hours. These behaviours are raised with the responsible adult and solutions sought. At Snape Wood, the welfare and safety of our pupils is paramount; whether that is on or off school site.

Confiscation of inappropriate items

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, as long as it is reasonable in the circumstances. The law protects staff from the liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff will make every effort to keep the property safe before it is returned to the parent.

Staff also have the power to search without consent for items prohibited by the school. This would take effect if the item poses as a distraction or health and safety risk. **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. The items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Head teachers and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Other Sanctions available to the Head Teacher

Suspensions should be used by the Head Teacher as a last resort and the importance of maintaining continuous education for all pupils is of paramount importance. [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

The headteacher can apply the following actions before issuing a fixed term suspension;

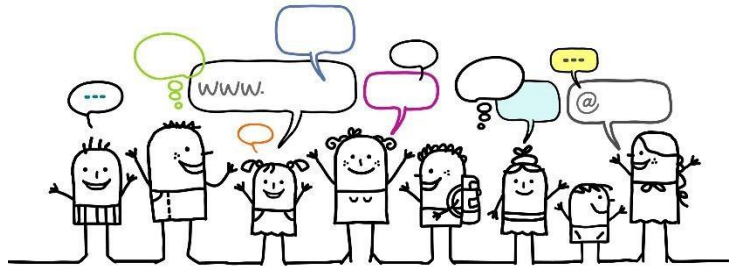
- A day in a partner class
- A planned number of days/weeks to attend the social skills group

If the behaviour persists, then a fixed term suspension will be issued.

Consistent severe behaviours can result in the child being suspended from school.

- **Lunch Time Suspension** – Pupils can be suspended during school lunchtimes and will need to take their lunch at home. On these occasions, each lunchtime represents the equivalent a half a day fixed term exclusion.
- **Fixed Term Suspension** – Fixed Term suspensions can be issued for a range of more serious inappropriate behaviour. They will usually be issued for no more than 5 days however where pupils have been excluded for more than 5 days, alternative provision needs to be made for pupils at the beginning of the 6th day.
- **Permanent Suspension** – Permanent suspensions may occur where the total days of fixed term exclusions exceeds 45 days within an academic year. Additionally, it may be the result of a serious isolated incident of which there has been little or no prior warning.

Social Skills Group



Dear Parent(s) or Guardian(s),

Based on teacher feedback, behaviour incident logs and observing at break and lunch times we decided to create a group which will help them learn and develop their behaviour in a positive way. This is not a punishment, but an intervention to develop key social skills which they will need now and in the future.

The group will run for a half term and be reviewed at the end in order to ensure progress has been made. At this point we hope your child will be able to come off the intervention, or attend the intervention on a part time basis. We will also have a mini review around half way through which will enable us to check progress in and around school and update you as a parent. We would also hope these sessions are having a positive outcome at home.

Your child will be receiving a social skills intervention. These sessions are targeted to help your child learn how to work cooperatively with others, how to win and lose, how to deal with conflict and to discuss issues they may be facing. As such, during break and lunch times, your child will be working with an adult led group in a range of activities which promote social skills.

To better serve your child, we ask that you share your thoughts about what social skill goals you feel are priorities for your child. Attached, is a list of social skills.

Please circle the number of any of the social skills which you feel your child may need to work on whilst in the group.

Thank You,

Mrs Choudhury

Headteacher
SENDCO

Social Skills		
<p><u>Conversational Skills</u></p> <ol style="list-style-type: none"> 1. Maintaining Appropriate Physical Distance from Others (“Don’t Be a Space Invader”) 2. Greetings 3. How and When to Interrupt 4. Maintaining a Conversation 5. Taking Turns Talking 6. Asking a Question When You Don’t Understand 7. Complimenting 	<p><u>Cooperative Play Skills</u></p> <ol style="list-style-type: none"> 1. Initiating Play 2. Joining In 3. Compromising (Deciding What to Play) 4. Sharing 5. Taking Turns 6. Playing a Game 7. Dealing with Losing 8. Dealing with Winning 9. Ending a Play Activity 	<p><u>Friendship Management</u></p> <ol style="list-style-type: none"> 1. Informal Versus Formal Behaviour (when and with whom to be casual versus formal) 2. Sharing Your Friend 3. Getting Attention in Positive Ways 4. Don’t Be the “Rule Police” 5. Offering Help 6. Modesty (Do Not Brag) 7. Appropriate Touch 8. Dealing with Peer Pressure
<u>Emotion Management Skills</u>		
<p><u>Self-Regulation</u></p> <ol style="list-style-type: none"> 1. Recognise feelings and keeping calm 2. Problem Solving 3. Talking to Others When Upset 4. Understanding and Dealing with Anger 5. Dealing with Making a Mistake 6. Trying When Work Is Hard 7. Trying Something New 	<p><u>Empathy</u></p> <ol style="list-style-type: none"> 1. Showing Understanding of British Values and Protected Characteristics. 2. Cheering up a Friend 	<p><u>Conflict Management</u></p> <ol style="list-style-type: none"> 1. Asserting yourself 2. Accepting No for an Answer 3. Dealing with Teasing (and Acts of Aggression) 4. Dealing with Being Left Out 5. Giving Criticism (in a Positive Way) 6. Accepting Criticism Response Ratio 7. Having a Respectful Attitude
Additional Comments		
Parent/Carer Signed:		Date:
Pupil Signed:		Date:
Class Teacher signed:		Date:
Headteacher/Senco signed:		Date:

Documents used to inform our Behaviour Policy:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-6>. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion from maintained schools academies and pupil referral units guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf)

Legislative links

Education Act 1996

School Standards and Framework Act

Section 175 of 1998 Education Act 2002

Section 88-94 of the Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

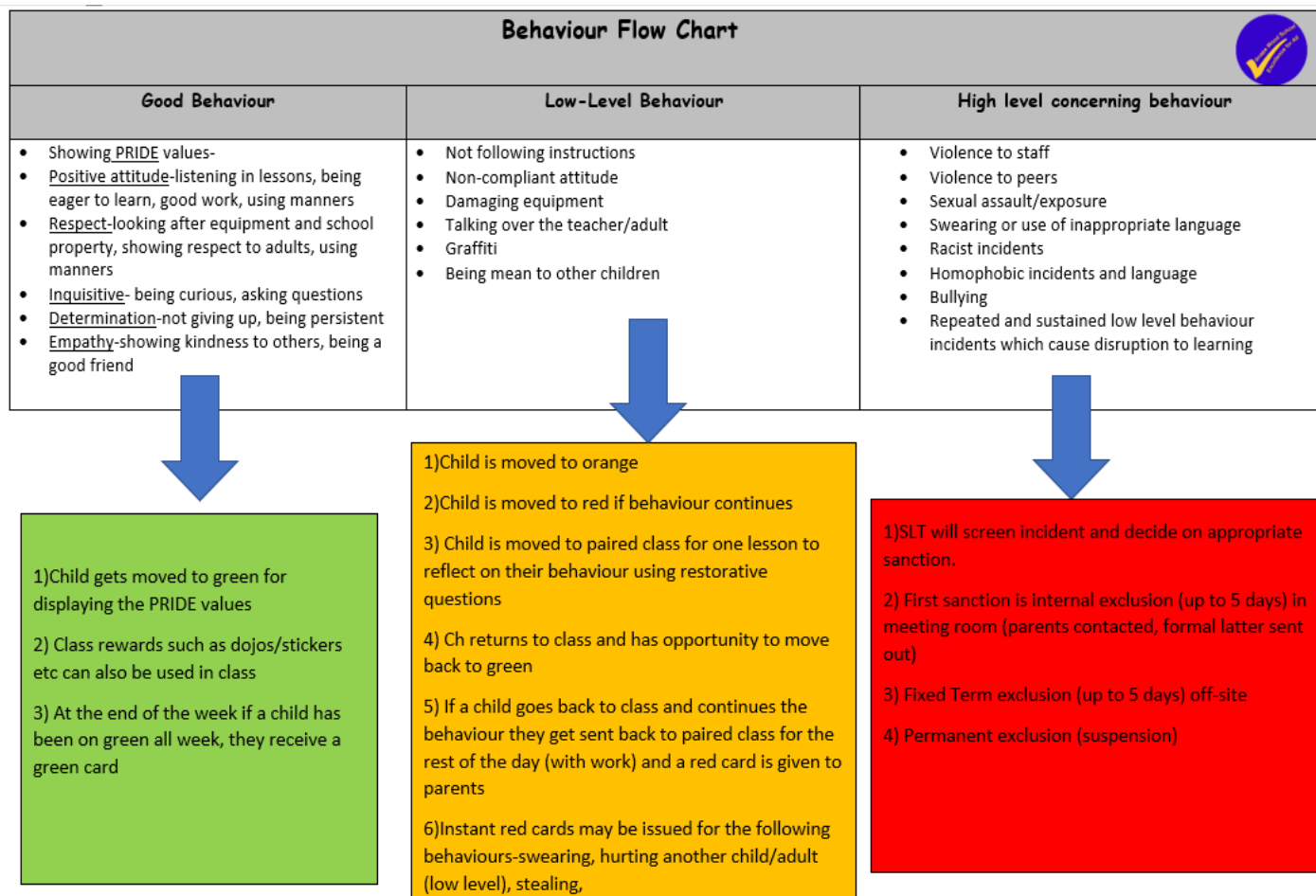
The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Behaviour Flow Chart



Restorative Reflection

1. What did you do?
2. What were you thinking at the time?
3. Who has been affected by what has happened?
4. What do you think needs to happen to make things right?
5. What could you do differently next time?

