



SANDIWAY PRIMARY SCHOOL

POLICY FOR POSITIVE BEHAVIOUR

“Behaviour Management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important”

Paul Dix

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Rationale

Together we take ownership, care for and respect each other, our environment and our community.

We ROCK!

We Respect

We take Ownership

We are Caring

and we are Kind

We work together to ensure:

- We share responsibility with parents for the children in our care.
- We seek to create an atmosphere of co-operation and mutual respect regardless of age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, marital/civil partnership status or gender reassignment (protected characteristics).
- Our children know and understand the importance of British Values (Democracy, the rule of Law, tolerance, mutual respect and individual liberty) and how they shape society and our identity.
- We promote positive self-esteem, self-discipline and positive relationships
- We have consistency of response to both positive and negative behaviours.

Our Commitment to Our children

Sandiway Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our Policy for Positive Behaviour guides and supports staff to:

- Empower children with a sense of self-worth and respect for others
- Enable one another to be happy, calm, safe, secure and respected
- Demonstrate consistently fair and positive behaviours
- Facilitate a co-operative approach to school life
- Provide our children with security through clear routines and structures
- Use consistent language when speaking with children about their behaviours; for example, 'Well done, you have chosen to respect others by showing kindness'

Behaviour Management

The culture is set by the way that the adults behave. (Paul Dix 2017)

Positive behaviour is built on positive relationships. School staff set the tone in their classrooms and around school. All staff must model pride in their environment, the tidiness of their working space, politeness and a calm manner in the face of any poor behaviour choices.

- On entry to school, all families are made aware of the home/school agreement to ensure a partnership between home and school is established from the start of a child's journey at Sandiway.
- Staff must use consistent language (positive framing) when speaking with children about their behaviours; for example, 'Well done, you have chosen to respect others by showing kindness'.
- When praising children there needs to be an emphasis on the process the child has gone through to achieve (perseverance, independence, hard work).
- All school staff should model 'calm' when dealing with any child's poor behaviour choice;
- We recognise that for a small number of children behaviour may not be a choice but an expression of anxiety or communication needs. Where children demonstrate more challenging behaviours which lie outside the scope of the general Behaviour Management Policy, there will be extra monitoring and support. Children with specific behavioural issues are supported through SEN procedures and may also receive support from the ELSA or through well-being sessions. This promotes higher self-esteem and positive behaviour.

Social Emotional and Mental Health (SEMH) support

- Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.
- The wellbeing of children and staff are prioritised. We have staff trained in Mental Health First Aid.
- We recognise that there may be occasions where the behaviours being presented by individuals means that additional support is implemented. For example, access to a nature facility during lunchtimes.
- Safe spaces/calm areas are available for children to access in all classrooms. The school sensory room is an additional support for children with SEMH
- We encourage all children to consider their own emotions and develop management strategies through the use of the Zones of Regulation

Behaviours for Learning:

Alongside the management of behaviour, At Sandiway Primary School, staff explicitly support pupils learning behaviours. As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated and determined to succeed.

A learning behaviour is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018). At Sandiway you will see the following learning behaviours being taught:

Support for Emotional Growth to:

- Name emotions and express them with increasingly accurate vocabulary.
- Manages impulses of personal behaviour
- Shows pride in their successes.

Support for Social Growth to:

- Focus on learning in class and articulate this
- Be attentive to directions, listening to the teacher
- Show empathy and appreciate diversity

Support for Cognitive Growth to:

- Organising time and space for their own learning
- Setting goals and monitoring their own progress
- Talking purposefully with their peers, valuing other opinions

Successful learning behaviours rely on bringing all these areas together.

Our Approach to Behaviour Management:

Staff;

- Start with recording the behaviour (actions)
- Take time to analyse the underlying causes (setting and triggers)
- Analyse the consequences (results)
- Alter the triggers and/ or results
- Teach more appropriate responses
- Consider your role as the adult and whether you contributed to the escalation or de-escalation of the incident

Our Restorative Approach

Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

Our restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and use restorative language and questions to allow children to understand the impact of their behaviours.

More serious incidents may require a formal meeting and involve parents or families where appropriate. Incidents that are seen to be examples of bullying behaviour are dealt with under our anti-bullying policy.

Examples of questions include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you/we need to happen now?

When having restorative conversations with children, we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting and summarizing
- Be empathetic (listen for thoughts, feelings, experiences, behaviours)
- Use a 'solution' rather than 'blame' approach
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair
- Be aware of our body language, tone and facial expressions

As a restorative school we consistently look for solutions to conflicts rather than focus on who started it and why.

Recognition and Rewards

Positive behaviour will be recognised in the first instance through the use of **verbal praise**, and the sharing of work or behaviour with others who will also deliver praise. We primarily encourage children to value positive behaviours intrinsically.

Team Points

- Each child has opportunities to earn 'team points' for demonstrating positive behaviours through 'We Rock'. Team points are collected and counted each week by team captains. The team with the most points is announced at the end of the school week for all to hear and celebrate appropriately.
- All staff award children with team points to praise the Rock Values being demonstrated.
- Team point treats are given to the most successful team at the end of each term. E.g. Have a Christmas party, picnic, movie, forest school session etc.

School Awards.

- Weekly Headteacher awards are shared in Celebration assembly for pupils who demonstrate the ROCK values through their behaviour and attitudes to learning.
- Weekly 'Times Tables Rockstars' awards are given to pupils (Y2-Y6) who take Ownership of their times tables learning by improving their scores through the number of sessions they practise.

Other rewards used by staff may include...

- Stickers
- Note of praise sent home from school on praise pads
- Good news phone call or email home
- Class rewards

Consequences

At Sandiway, all learners are responsible for their behaviour. Every member of Sandiway Primary School staff will deal with behaviour and use the stepped actions below for dealing with poor behavior choices.

The chart below is linear in design however we are very aware that not all behaviours fit such a chart.

Step 1 Low level behaviour identified Gentle reminder by an adult	A gentle reminder of the school 'ROCK' values. Identify the value that has not been followed. Remind the child of expected positive behaviours. Make clear that if the behaviour continues, they will receive a warning.
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<p>Step 2 Low level behaviour repeated following gentle reminder</p> <p>Warning by an adult</p>	<p>Clear, verbal warning delivered privately where possible. Child is made aware of their behaviour and clearly outlining the consequences should they continue.</p> <p>Explain that should the behaviours demonstrated continue, it will result in a consequence.</p>
<p>Step 3 Low level behaviour continues following a warning</p> <p>Restorative conversation facilitated by an adult</p>	<p>Explain that the adult will reflect with them at break time or lunchtime about their behaviour.</p> <p>Stay behind for 5 minutes after the lesson to have a private, restorative conversation that culminates in positive behaviour choices.</p> <p>Restorative conversations are positive and aimed at improving a Situation. If a child does not engage, move to Step 4</p> <p>At this stage, children may be moved seat/table to another to support them in settling.</p> <p>Children may be moved away from classmates to a quieter area of the classroom,</p> <p>Restriction of the current activity may be implemented.</p>
<p>Step 4 If low level behaviours have been recorded more than three times in a week or over a half term (following Step 1,2 and 3) arrange to meet with parents</p>	<p>Verbal conversation with parent/carer regarding the behaviour choices (by class teacher).</p> <p>Record the poor behaviour choices on CPOMS so all senior leaders are aware of what has happened and <u>meeting with parents recorded</u></p>
<p>Any serious incident or any act of deliberate, physical or verbal violence.</p>	<p>A restorative conversation alongside a consequence given.</p> <p>Children miss up to 15 minutes of their next playtime, spending time to calm and reflect. Alternatively, children will stand with the teacher on duty, not participating in playtime with their peers.</p>

	<p>Verbal conversation with both parents/carers regarding the incident.</p> <p>Record the poor behaviour choices on CPOMS so all senior leaders are aware of what has happened and conversation with parents recorded.</p>
<p>Behaviour continues to be a concern following meeting with parents/class teacher (Step 4). Three additional instances following Step 4.</p>	<p>Formal meeting set with parents, class teacher and member of SLT.</p> <p>Introduce Behaviour Plan (see samples below). It is a senior leader's decision to place a child on a Behaviour Plan.</p> <p>Agreed targets set in Behaviour Plan,</p> <p>Review progress against these targets in 6-8 weeks or sooner if required.</p> <p>Behaviour Plans to be shared with all staff (Teacher/Teaching Assistants/Midday/Before and After School Club)</p>

Any misuse of school technology (please see the Acceptable Users Policy) is immediately recorded on CPOMS with class teachers contacting parents on the same day. If the same child does this on a second occasion, then it is referred to the Head Teacher (or Deputy Head Teacher) who will arrange a formal meeting with the child's parents.

Team Teach practices may be applied by trained staff in line with a child's individual risk Assessment.

Poor behaviour beyond the school gates

Schools are empowered to tackle behaviour beyond the school gates. For example, during an off site school visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At Sandiway, should these rare instances occur, we will follow the guidance in this behaviour management policy.

Equality Act 2010

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to.

As a school, Sandiway Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The

Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil in the way it provides education for its children or how it deals with negative behaviour.

Exclusion

We recognise that there may be rare occasions when a pupil's behaviour is such that their exclusion from school is the only course of action appropriate. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified. The Governing Board and Head Teacher at Sandiway Primary follows the guidance in Part 3 of the DfE's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England,' September 2022 with particular reference to 'a guide to the law.'

Please refer to the Create Learning Trust Suspensions and Exclusion Policy.

Approved by LAB February 2026

Example Behaviour Plan for older children (Key Stage 2)

Behaviour Plan

	Assembly	L 1	L2	Break	L 3	L 4	Lunch	L 5	L 6	Club
Monday										
Tuesday										
Wed										
Thursday										
Friday										

Week Beginning: _____

Scoring System:

1	2	3	4	5
<ul style="list-style-type: none"> • Physical assault against a pupil • Physical assault against an adult • Verbal abuse or threatening behaviour against a pupil • Verbal abuse or threatening behaviour against an adult • Bullying • Racist abuse, abuse against sexual orientation or gender • Abuse relating to disability <p>These may result in suspension/exclusion from school.</p>	<ul style="list-style-type: none"> • Being sent out of class • Disrespect towards staff, arguing back to staff. • Refusal to comply with adult direction. • Targeted behaviour towards other children • Consistently not able to adhere to school behaviour management policy <p>This may result in internal suspension</p>	<ul style="list-style-type: none"> • Walking around class at inopportune times • Shouting out • Laughing uncontrollably in inappropriate situations • Deliberate disruption in class • Inappropriate gestures • Mocking others • Chatting at inappropriate times • Inappropriate Siliness/giddiness • Not adhering to Behaviour management steps as set out in policy (three warnings) 	<ul style="list-style-type: none"> • Demonstrating expected behaviours in class • Work has been completed • Positive attitude • Participating positively in class discussion 	<ul style="list-style-type: none"> • Exceptional work produced • Exceptional attitude • Pride clear in presentation • Pride clear in effort • Role model for others

How will I achieve good behaviour?

To achieve a score of 4 or more,
In class I will:

These points are bespoke and personalised for the individual child. They are discussed with the child and shared with all adults working with the child across the school day.

- Complete the work expected in lesson with good quantity and effort.
- Listen to the teaching input with increasing concentration.
- Face the front of class at all times and not turn around.
- Show respect to all staff members at all times.
- Behave well, demonstrating ROCK values
- Treat school property with respect.
- Stop influencing others with inappropriate choices and choose to do the right thing.
- Don't distract other people from their learning.

Example behaviour plan for younger children: Stickers/smiley faces or ticks

Reward Chart

Date: _____

	At home	Lesson 1	Lesson 2	playtime	Lesson 3	Reward	Lunchtime	Lesson 4	Lesson 5	Reward	At home	Reward
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												



How will I achieve my stickers?

In class and at home I will:

- Be quiet when I am expected to listen
- Keep my hands to myself
- Avoid distracting myself and other people
- Behave well, demonstrating ROCK values

At playtime and lunchtime I will:

- Play kindly with my friends
- Say nice words to my friends.
- Move away and find help if I am feeling frustrated.

If I can't do this, I will not be able to go outside and play with my friends.

Behaviour Plans also come with a levelled response:

<u>Behaviour Action Plan – _____</u>		
<u>Observed Behaviour</u>	<u>Levelled Response</u>	<u>Scripted Intervention (consistency)</u>
Physical behaviour towards other children during unstructured times	<ul style="list-style-type: none"> - Behaviour monitored by staff on duty to intervene before a situation escalates - Remind +++ of the expectations at unstructured times before he goes out to play - Give +++ some reflection time - Discuss our ROCK values as a reminder of making good choices at unstructured times - Explain what the consequence is of a wrong choice at unstructured times (5 minutes off playtime/lunchtime) 	<p><i>"What are you going to do if you get into difficulty at playtime?"</i></p> <p><i>"Which values are you going to display at playtime?"</i></p> <p><i>"How will you show this?"</i></p> <p><i>"Which values have you not shown?"</i></p> <p><i>"What can you do to change this?"</i></p>
Inappropriate responses towards adults	<ul style="list-style-type: none"> - Remind of our ROCK values - Set clear boundaries and expectations - Praise when +++ shows that he is listening and actively applying feedback. - Encourage +++ to reason out his thoughts that sit behind behavior shown. - Give +++ some reflection time - Discuss which value is not being demonstrated and why - Explain the consequence of responding inappropriately to an adult (5 minutes off playtime/ lunchtime) 	<p><i>"Which value are you not demonstrating?"</i></p> <p><i>"What can you do to change this?"</i></p> <p><i>"What are you expected to do? How can you demonstrate this value?"</i></p>