Sandown Primary School and Nursery Behaviour Management Policy

Policy Contact Person	Headteacher
Review Frequency	Annually
Signed by GOV.UK approver	
Date Agreed/Signed	November 2026
Next Review Date	November 2027
Signed original stored in Business Manager's Office	

Introduction

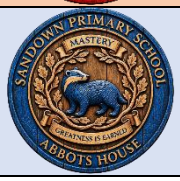
The ethos of Sandown Primary School is founded on a clear vision of the values which matter within the school and the surrounding community. We believe that good schools are calm and orderly places in which adults and children feel safe. Rules keep everyone safe. Sandown Primary School embraces being a “telling school”. This culture develops intrinsic personal responsibility and ensures all behaviours are dealt with in an educational and restorative way.

We believe that, just like any other skill or knowledge in life, behaviour can and should be taught. By consistently doing so we are helping equip our children with essential skills for their future.

Behaviour is everyone’s responsibility.

Our House System and Core Values

To bring these essential skills to life and align with our local identity, our behaviour expectations are driven by our School House System. Every pupil and staff member belongs to one of our six houses, named after local woods and forests. These houses champion our core values, and children are encouraged to reflect these values in their daily behaviour.

House	Colour	Animal	Value & Motto	Shield
Bedgebury House	Green	Frog	Nurture 'Kindness above all'	
Friston House	Yellow	Owl	Pride 'We do our best with pride.'	
Ashdown House	Orange	Fox	Community 'Stronger together'	
Sherwood House	Purple	Beetle	Ambition 'Never give up'	
Cowdray House	Red	Squirrel	Health 'Strong mind, strong body'	
Abbots House	Blue	Badger	Mastery 'Greatness is earned'	

1. The role of the Governing Body

The governing body are required to make and review a written statement of general principles in determining measures to promote good behaviour and discipline amongst pupils which:

- provides an overview for the Headteacher in drawing up the school's Behaviour Management Policy so that it reflects the shared value expectations and aspirations of Governors, staff, parents/carers and pupils as enshrined in the school's vision statement.
- helps all school staff to be aware of, and understand, their responsibilities, powers and accountability in respect of managing pupil behaviour and discipline.
- instils confidence in all staff that they will have the Governor's support when adhering to their Statement and this Behaviour Management Policy.

2. The role of the Senior Leadership Team

Schools can and do make a difference. They have the capacity to lead, support and encourage our community in developing good behaviour and in learning to play a responsible role both within school and in the wider community.

The quality of leadership provided by the Headteacher and the school's Senior Leadership Team is crucial to the school's success in promoting acceptable behaviour. It is the duty of senior staff, by example, actively to promote the conditions for pupil success in the school. This will involve determining measures, including the making of rules and the provision for enforcing them, which will ensure a proper regard for authority, respect for others, a high standard of acceptable behaviour and the general regulation of the conduct of all.

The Headteacher is responsible for developing the school rules and codes of conduct, which influence the overall Behaviour Management Policy, but must take into account any guidance given by the Governing Body. The Governors, for their part, have a general role to monitor how the Headteacher discharges his statutory, contractual and locally agreed responsibilities.

3. The role of Parents/Carers: Stronger together.

As part of our Ashdown House value of Community, we believe we are stronger together when home and school work in partnership. Parents and carers have a vital role in fostering good behaviour. Those with children of compulsory school age also have a formal duty under law to ensure that their children receive an efficient education.

Sandown provides a welcoming environment for the parents and guardians of our pupils and we seek to involve them in all discussions about pupils' progress and behaviour. Parents and carers are expected to support their children's education by signing and adhering to the school's Home School Agreement.

Just as we have high expectations of our children and staff, we also need parents/carers to play their part. This includes committing to reading with their children regularly, supporting the school rules and ensuring their child is properly prepared & equipped for school every day.

4. The role of Teaching Staff: Greatness is earned.

The most important task of the school is to educate young people. The more effectively the school carries out this task the better motivated will its pupils be. An effective curriculum appropriately differentiated to stimulate and engage the pupil is a key factor in maintaining an orderly learning environment. It is also very important that teachers should have high expectations of all their pupils, in terms of both achievement and behaviour.

Managing behaviour is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable. Pupils are likely to behave and learn better when they feel responsible for their learning and capable of success. Pupils should be encouraged under the guidance of the teacher to set and organise learning targets for themselves; reflect on their own progress and work co-operatively with their peers. At Sandown all staff have a key role to support the teacher and the school in effective classroom management.

5. The role of the Midday Supervisor: Kindness above all.

During break and lunchtimes, Midday Meal Supervisors will make decisions regarding pupil behaviour in accordance with this policy. Midday supervisors will continually reinforce positive behaviours, rewarding Dojos whilst outdoors, ensuring feedback is explicit and linked to our core values (e.g., Nurture, Pride, Ambition).

Many children find managing rules and disputes during play challenging. It is important they are given the opportunity to do this, but in a structured way. MDSAs should actively intervene where it is clear there is a dispute that could tip over into unacceptable behaviour – helping children to agree rules and boundaries.

At break and lunchtimes, MDSAs don't have access to the usual cloud-based system that we use in classrooms. Where possible, MDSAs should manage behaviour on the playground directly – it is important that children understand that their instructions must be followed. Responses will typically consist of:

- A verbal reprimand and reminder for minor misbehaviour. MDSAs will frame this around our 6 core values as far as possible.
- A short period of 'time out'. Sanctions are most effective when they are immediate and clearly linked to the behaviour seen. A few minutes standing at the side-line with an MDSA provides time for the pupil to reflect and calm, an opportunity for the game to proceed without disruption for other children and also a chance for the adult to explain what went wrong and be clear about what they expect when the child returns to play.
- Feeding back directly to the child's teacher/TA. All our MDSAs have time built into their contracts explicitly to enable this.
- More extreme behaviour can lead to involvement from a member of SLT – walkie talkies should be used for this purpose rather than a child being brought up by an adult which then reduces the ratio of adults on the playground.

6. The role of Pupils: We do our best with Pride.

Pupils play a part in shaping the school's expectations for acceptable behaviour; the school council and our House Captains are integral to this. Pupil involvement in leading whole-school role modelling is rewarded and publicly acknowledged. Pupils are encouraged to earn points for their Houses, learning that appropriate behaviour has a positive consequence.

7. Managing Behaviour – Rewards.

At Sandown, our priority in encouraging acceptable behaviour is positive reinforcement. The following are typical strategies used to positively reinforce appropriate behaviour:

- Awarding Dojos for demonstrating our values: Nurture, Pride, Community, Ambition, Health, and Mastery.
- A written comment in the Home/School Contact Book, or a Mention in the logbook.
- Class dojos and multiple entries in the logbook receiving certificates.
- Sending the pupil to the Headteacher for praise and a sticker.
- Achieving the pot of gold, Oscar Winner, PE Star of the Week, Unity Star, Reading Bug or Top Rockers.
- Elevation to House leadership roles.
- Participation in House competitions and enrichment events.

8. Managing Behaviour – Sanctions.

The majority of our pupils will understand that all behaviour has a consequence. Effective sanctions result in a decrease in the frequency of unacceptable behaviour.

When a sanction is necessary, the following general principles should be observed:

- It is the behaviour we dislike not the pupil.
- Teachers should avoid sanctioning whole groups for the activities of individuals.
- Individuals should not be made scapegoats for the activity of a class or group.
- Sanctions which are humiliating or degrading must not be used.
- Sanctions should be in proportion to the offence.
- Sanctions should be appropriate to the age and need of the individual.

Whatever sanction is employed, pupils should be left in no doubt as to why they are being sanctioned and how, through improvements in behaviour, they can avoid a recurrence. This conversation should be framed around the school values of Nurture, Pride, Community, Ambition, Health, and Mastery wherever possible to ensure consistency of message.

At Sandown the current procedure for dealing with incidents of indiscipline, according to severity, is as follows:

Classroom Behaviour Response Flowchart

Our Core School Values: Nurture • Community • Ambition • Mastery • Pride • Health

Step 1: Ready to Learn (Sunshine)

Baseline: Every child starts fresh here at the beginning of morning and afternoon sessions. Focus heavily on positive reinforcement, actively catching children demonstrating our values (e.g., showing *Pride* in work or building *Community*).

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Step 2: Verbal Warning

First Intervention: Where appropriate, delivered calmly, quietly, and privately to the child.
Action required: Give a direct redirection. The teacher should explicitly **reference the relevant school value** that needs to be shown wherever possible (e.g., *'I need you to show Mastery by focusing on your task'* or *'Remember our value of Nurture when talking to classmates'*).

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Step 3: Final Warning & Rain Cloud

Visual Indicator: Child's visual marker is physically moved down to the rain cloud.
Action required: Make it clear this is a final warning. Reiterate the choice they need to make, binding it back to a school value (e.g., *'This is your final warning to show Ambition in your choices.'*). Explicitly outline the pathway back to the sunshine if they modify their choices.

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Step 4: Restorative Reset

Short De-escalation Break: If the behaviour continues past the final warning, initiate a short timed 'Restorative Reset' in a pre-arranged partner classroom, designated quiet reflection area in or out of the classroom.
Action required: The child is given a short reflection window to regulate. Before returning to active learning, they must complete a brief, calm conversation checking how they will show our core values upon transition back.

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Step 5: Lunchtime Reflection with SLT/Playground Workshop

Escalation: Reserved for persistent, ongoing disruption after a reset, or a single severe breach. **Action required:** The pupil is referred directly to a member of the **Senior Leadership Team (SLT)** for a dedicated lunchtime reflection session or to our Welfare TA for Playground Workshop if more appropriate. **The incident must be formally logged on Arbor and parents must be notified. In most cases the adult who deals with the initial incident must be the person who completes the log.**

In most cases, it is appropriate to 'reset' children off the cloud at lunchtime – to give them the opportunity to try again for the afternoon session and start in a positive frame of mind.

A reprimand in front of other pupils may be an appropriate response in some circumstances but in others a discrete word with the pupil concerned may be more effective. Interventions need to be carefully judged by the teacher, doing no more than is needed to secure the desired change in the pupil's behaviour; over-reactions may provoke unnecessary escalation of an already difficult situation and seriously limit the teacher's subsequent room for manoeuvre. Responses taken should be determined in light of the individual case. Where other members of staff need to be informed, then incidents are recorded on Arbor behaviour log.

10. Dealing with repetitive incidents of unacceptable behaviour

Dealing with the more repetitive incidents of unacceptable behaviour will involve one, some or all of the following:

- Noting behaviour that is showing cause for concern on Arbor behaviour log.
- Use of 'ABC' sheets to identify patterns.
- Contact with the home.
- Headteacher, Deputy Headteacher, Assistant Headteacher or phase leader informed.
- Discussing data recorded and identifying the problem(s) and the priority area of concern and action.
- Organising some form of behaviour management, intervention or strategy.
- Target cards.
- Adaptation of playground workshop to incorporate roll on, roll off.
- Reviewing progress.
- Dealing with external support agencies – Team Around the School and Setting (TASS), Elective Home Education (EHE), Child and Adolescent Mental Health Services (CAMHS), Communication and Language Autism Support Service (CLASS) etc. It is important to ensure that all documentation or evidence pertinent to any pupil review meeting involving external agencies is gathered together and collated.

Dealing with incidents of unacceptable behaviour, particularly those involving the health and safety of pupils and staff may, on rare occasions, result in a suspension or permanent exclusion from Sandown.

In other cases, a period of internal suspension may be appropriate. These will be time-limited, supervised and focused on constructive work. Parents will always be informed in the event that an internal suspension has been issued.

The school Governors strongly believe that exclusions, particularly those that are permanent must be used only as a very last resort. The school Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour.

11. Supporting Home Learning

Sandown prides itself on being evidence informed in everything we do. Homework at Primary School has not been shown to have a consistent positive impact on attainment, with one important exception.

The evidence base for children reading at home is extremely strong. We know that children who read consistently at home and/or read for pleasure, are much more likely to be successful at school and achieve strong outcomes.

As a consequence, home learning at Sandown is focused around encouraging children to read regularly at home. This is encouraged through our regular 'Reading Bug' rewards at Funky Friday assemblies.

In addition, at KS2 we encourage children to use TTRS to practise their maths fluency.

12. Staff Training & Development

It is the responsibility of the school's Continuing Professional Development (CPD) Co-Ordinator to arrange for staff to receive suitable training in positive behaviour management and support. No member of staff will be expected to undertake the use of positive restrictive intervention without appropriate awareness raising and/or training related to the school's Behaviour Management Policy. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Particular students who, for instance because of particular emotional or behavioural difficulties or ASD related difficulties, may require positive restrictive interventions related to a Behaviour Management Plan. The strategies to be used should be clearly specified and made known to relevant staff. Such staff may require specialized training in positive handling.

13. Staff Pastoral Support

The Headteacher will draw on advice in the school's policy for 'Dealing with Allegations of Abuse against Teachers and other Staff', when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation. Disciplinary action may be taken against pupils who are found to have made malicious accusations against staff.

14. Restrictive interventions and the use of reasonable force.

Restrictive interventions must never be used as a form of punishment. The schools' full policy on the use of restrictive interventions and reasonable force can be found in our stand-alone policy.

15. Key References

- Restrictive interventions, including the use of reasonable force, in schools. DFE.
- Behaviour in school: advice for headteachers and school staff. DFE.
- Governing Board Statement of Behaviour Principles - Sandown Primary School Governing Board November 2026.
- Statutory Framework for the Early Years Foundation Stage.

Appendix A – Behaviour Management at Sandown Nursery

1. Principles & Early Years Context

This appendix sits alongside the main Sandown Primary School Behaviour Management Policy and applies specifically to our Nursery setting. It is informed by the Statutory Framework for the Early Years Foundation Stage (EYFS) 2026, the Equality Act 2010, and the SEND Code of Practice (0–25). Whilst some of the procedures necessarily differ, the broad overarching principles of our approach to behaviour management remain consistent across both settings.

Sandown nursery is committed to providing a safe, secure, inclusive, caring and nurturing environment in which every child feels valued, respected and supported.

We recognise that children are developing their social, emotional, communication and self-regulation skills. Behaviour is a form of communication and may indicate a child's feelings, needs, experiences, developmental stage or difficulty communicating effectively.

We promote positive behaviour through supportive relationships, consistent boundaries, positive role modelling and developmentally appropriate expectations. We recognise that children develop at different rates and that some children, including those with Special Educational Needs and Disabilities (SEND), may require additional support, reasonable adjustments or individual strategies to help them participate fully in nursery life.

2. Co-Regulation and Responding to Behaviour

Practitioners seek to understand the root cause of challenging behaviour (such as frustration, fatigue, sensory overload, or communication barriers) rather than simply reacting to the behavior itself.

When a child experiences distress or displays potentially unsafe behaviour, practitioners will:

- Remain calm, patient and consistent.
- Ensure the immediate safety and wellbeing of the child and others.
- Use clear, simple and appropriate language to explain expectations.
- Acknowledge the child's feelings while maintaining appropriate boundaries.
- Redirect or distract the child by offering an alternative activity where appropriate.
- Reduce demands, environmental stimulation or unnecessary language when a child is becoming overwhelmed.
- Offer reassurance, comfort and co-regulation to help the child regain a sense of safety.
- Support children to identify their feelings and develop alternative ways of communicating their needs.
- Help children understand the impact of their actions in a manner appropriate to their developmental level.
- Provide time and space to recover from distress, with appropriate adult support and supervision.

3. Supporting Children with SEND & Individual Needs

We recognise that children with SEND or emerging developmental needs may require additional support to manage emotions and understand expectations.

- Make reasonable adjustments to enable children with SEND to access activities, routines, relationships and the wider nursery environment.
- Follow the school's SEND policy and work in accordance with the SEND Code of Practice: 0 to 25 years, where applicable.
- Observe and monitor patterns of behaviour to identify possible causes, including sensory, environmental, emotional and communication factors.
- In partnership with parents and the SENCO, an individual Setting-Based Support Plan (SBSP) or risk assessment may be created and regularly reviewed.

We will consider whether additional advice or support is needed from relevant professionals, such as the local authority's early years SEND team, health professionals or other appropriate services. Discussions and referrals will normally take place in partnership with parents and carers, subject to safeguarding duties and applicable information-sharing requirements.

A child's SEND, suspected SEND or lack of a formal diagnosis will not prevent us from considering their individual needs and providing appropriate support.

4. Responding to Behaviour That Places Others at Risk

We recognise that behaviour such as hitting, biting, kicking, throwing objects or running into unsafe areas can place children and adults at risk of harm.

Where this occurs, practitioners will respond promptly and calmly to protect everyone involved. They will:

- Intervene promptly to prevent injury and reduce immediate risks.
- Use clear instructions and appropriate redirection.
- Support affected children and provide reassurance and first aid where necessary.
- Avoid shaming, threatening or humiliating the child.
- Consider the circumstances surrounding the incident and what support may prevent recurrence.
- Record significant incidents in accordance with nursery procedures.
- Inform parents and carers appropriately and work together to agree consistent strategies.
- Review risk assessments and individual support plans where necessary.

We will consider the needs of all children involved, including the child displaying the behaviour and any child who has been affected. Inclusion does not mean that unsafe behaviour is ignored; it means that safety is maintained while the child is supported in a fair, appropriate and individualised way. Where restrictive interventions are necessary, these will be used as a last resort and in conjunction with the school restrictive interventions policy.

5. Prohibited Practices

In strict accordance with the EYFS Statutory Framework 2026:
* Corporal punishment is strictly prohibited.
* No punishment or disciplinary measure will be used that threatens or damages a child's long-term physical, mental, or emotional wellbeing.
* Children will never be deprived of food, drink, comfort, sleep, toileting opportunities, or necessary support as a punishment.
* Children will not be isolated or left unsupervised as a disciplinary measure.
* Staff will not use discriminatory, insulting, or humiliating language.
* A child's SEND or developmental stage will never be used to shame or treat them unfairly.

6. Parent Partnership & Incident Logging

Significant behavioural incidents or patterns of concern are logged on Arbor and discussed confidentially with parents/carers to ensure consistent support between home and nursery.

7. Important references

The following official guidance should be used alongside the policy:

- EYFS Statutory Framework 2026 – GOV.UK — use the version applicable to your setting. The 2026 frameworks came into force on 1 September 2026.
- SEND Code of Practice: 0 to 25 years – GOV.UK — guidance on identifying and supporting children with SEND.
- Equality Act 2010 — relevant duties concerning disability discrimination and reasonable adjustments