



'Aim High Be Happy'

Behaviour and Inclusion Management Policy

Policy Control	
Responsible Person:	Amanda Norman
Responsible Governor Team:	Personal Development, Behaviour and Welfare
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Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values
With **kindness** in our hearts,
we find **enjoyment** in our learning and
seek **challenge** in all that we do.

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

1. Purpose and ethos

At Sandhurst Primary School, children come first. We are committed to creating a calm, safe, supportive and inclusive environment in which every child can learn, flourish and achieve their best. High expectations of behaviour are rooted in positive relationships, clear routines, consistent adult responses and our school values of kindness, enjoyment and challenge.

This policy sets out how we teach, recognise and support positive behaviour; how we respond when behaviour falls below expectations; and how we fulfil our legal and safeguarding responsibilities. It applies to all pupils and to all adults working with pupils, including teaching and support staff, supply staff, volunteers and other adults acting with the authority of the Headteacher.

Our approach is relational and inclusive, but expectations remain high. Support and reasonable adjustments do not mean an absence of boundaries or consequences.

2. Aims

to maintain a calm, safe, orderly and purposeful environment in which all pupils can learn;
to establish high expectations of behaviour, conduct, language, politeness and respect;
to teach pupils the behaviour, routines and self-regulation skills they need to succeed;
to recognise and reinforce positive behaviour, effort, kindness and responsibility;
to respond to unacceptable behaviour consistently, fairly and proportionately;
to prevent bullying, discrimination, harassment, victimisation and derogatory language;
to work positively with parents and carers and, where appropriate, external agencies;
to ensure that the needs of pupils with SEND and disabilities are understood and reasonable adjustments are made where required; and
to ensure that behaviour practice supports safeguarding and the welfare of every child.

3. Relevant guidance and linked policies

This policy should be read alongside the most current versions of:

DfE Behaviour in Schools: advice for headteachers and school staff;
DfE Searching, Screening and Confiscation: guidance for schools;
DfE Restrictive interventions, including the use of reasonable force, in schools;
DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement;
DfE Working Together to Improve School Attendance;
Keeping Children Safe in Education 2026;
SEND Code of Practice and the Equality Act 2010;
the school's Child Protection and Safeguarding Policy, SEND Policy, Anti-Bullying Policy, Equality information/objectives, Attendance Policy, Staff Code of Conduct and Positive Handling/Restrictive Intervention procedures.

4. Rights and responsibilities

Pupils have the right to:

feel safe, secure, respected and included;
learn without unnecessary disruption;
be listened to and treated fairly;
understand the rules, routines, rewards and consequences that apply to them;
receive support to help them regulate their behaviour and make positive choices; and

have their age, developmental needs, SEND, disability and individual circumstances appropriately considered.

Adults have the right to:

be treated with respect and courtesy;
work in a safe and orderly environment;
expect pupils to follow reasonable instructions; and
receive appropriate information, support and training to fulfil their responsibilities.

Parents and carers

We value a positive partnership with parents and carers. We ask families to support the school's expectations, communicate relevant information, work with staff when concerns arise and model respectful communication.

5. Our positive behaviour expectations

Our whole-school expectations are explicitly taught, modelled, practised and revisited. Pupils are expected to:

follow reasonable instructions from adults the first time;
keep hands, feet and objects safe;
listen carefully, stay on task and be active learners;
move calmly, politely and safely around school;
use kind and respectful language;
look after their own possessions, other people's property and the school environment.

We also teach the value of RESPECT:

R	Remember to use your manners
E	Everyone should be included
S	See the good in everyone
P	Put others first
E	Encourage everyone to do their best
C	Care for others
T	Take care of other people's belongings

6. Teaching positive behaviour and self-regulation

Behaviour is taught, not simply expected. Staff model calm, respectful behaviour and explicitly teach routines and social expectations. Pupils are supported to recognise emotions, develop self-regulation and repair relationships following difficulties.

Zones of Regulation and age-appropriate emotional literacy;
PSHE, relationships education and class discussion;
clear routines and consistent adult language;
modelling, rehearsal and reminders;
praise and specific feedback;
restorative conversations and opportunities to make amends;
targeted pastoral, SEND or external-agency support where required.

7. Recognition and rewards

We use positive recognition generously and fairly. Rewards may be adapted by age and need and include:

- verbal and written praise;
- ClassDojo points and house points;
- Headteacher stickers and Sandhurst Stars;
- Star of the Week;
- stickers, certificates and raffle tickets;
- Golden Time/enrichment opportunities;
- class treats and celebrations;
- VIP Bounce and other agreed whole-school rewards.

House system

Pupils belong to Bodiam, Hever, Leeds or Dover House. House points are awarded as Dojos across school and celebrated through the weekly House Cup.

8. Responding to behaviour

Staff will respond predictably, calmly and proportionately. Where appropriate, staff will first use reminders, redirection, support and de-escalation. Consequences are intended to help pupils understand the impact of their behaviour, restore safety and relationships, and return successfully to learning.

When deciding on a response, staff will consider the seriousness and context of the behaviour, the pupil's age and developmental stage, any SEND or disability, whether reasonable adjustments are required, previous patterns, safeguarding information and the impact on others.

Good to be Green

GOLD	Exceptional positive behaviour, effort, kindness or contribution may be recognised through Gold. A pupil may move from Gold if behaviour later falls below expectations.
GREEN	All pupils begin each session on Green and are supported to remain ready to learn.
YELLOW	Following reminders and support, behaviour that continues to fall below expectations may result in Yellow. A short, proportionate consequence may be used, such as a brief move within class or loss of a small amount of social time. Adjustments may be made for younger pupils and pupils with additional needs.
ORANGE	Repeated or more significant behaviour may result in Orange. The pupil may be removed from the immediate learning environment for the remainder of the session or supported in an alternative supervised space. Work should continue, an adult should help the pupil regulate and reflect, and the pupil should be supported to return positively. Parents will be informed where this is appropriate or where patterns are developing.
RED	Serious behaviour, including significant verbal or physical aggression, or persistent behaviour despite earlier support, may result in Red and referral to the Headteacher/SLT. A pupil may be removed from class for a defined period with appropriate supervision and meaningful work. Parents will be informed. The response must remain proportionate and should not automatically be carried over simply as a punishment where this would be inappropriate.
GREY	Where concerns are persistent or complex, parents/carers will be invited to work with school and, where appropriate, outside agencies to agree additional support and a clear plan.

9. Removal from the classroom

Removal from the classroom is a serious response and is distinct from a formal suspension. It may be used where necessary to restore order, protect the safety or learning of others, allow a pupil to regain calm, or enable education to continue following serious or persistent disruption.

Removal will be for no longer than is reasonably necessary and will be supervised.

Pupils will continue to receive meaningful education appropriate to their needs.

The pupil will be supported to understand what happened and to return successfully to class.

Repeated removal will trigger review of underlying needs, patterns, reasonable adjustments and additional support.

Removal will not be used as a substitute for meeting SEND needs or as an informal exclusion.

10. Pupils with SEND, disabilities and additional needs

The school has high expectations for all pupils while recognising that some pupils require additional teaching, support or reasonable adjustments to meet those expectations. Behaviour may sometimes be linked to an unmet or emerging need, communication difficulty, disability, trauma or other vulnerability.

Staff will consider whether a pupil's SEND or disability contributed to the behaviour and whether reasonable adjustments are required.

The SENCO may support staff to identify triggers, adapt routines, communication, environment, rewards or consequences, and plan targeted provision.

Where behaviour is persistent or significant, an Individual Behaviour Plan, pastoral support plan, risk assessment or Positive Handling Plan may be developed with the pupil and parents/carers.

Support plans will be reviewed regularly and should identify preventative strategies as well as responses to incidents.

Reasonable adjustments do not remove the school's duty to keep pupils and staff safe.

11. Recording and monitoring

Significant or repeated behaviour concerns will be recorded on CPOMS. Records should be factual and include the behaviour, context, actions taken, decisions made, rationale, communication with parents and outcome where known.

The Headteacher, SENCO and SLT will monitor patterns, including repeated removals, bullying, discriminatory incidents, restrictive interventions and suspensions. Information will be used to identify pupils needing support and to review the effectiveness and fairness of school practice.

12. Behaviour outside school and online

The Headteacher may regulate pupils' conduct off the school premises to such an extent as is reasonable. The school may respond to behaviour outside school, including online behaviour, where it occurs during a school-organised activity, travelling to or from school, while identifiable as a pupil, or where it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the school's reputation.

Safeguarding concerns will be managed under the Child Protection and Safeguarding Policy and relevant agencies involved where necessary.

13. Bullying, discriminatory and prejudice-related behaviour

Bullying, including cyberbullying, prejudice-based and discriminatory bullying, is not tolerated. Incidents involving harassment, victimisation, discriminatory language, sexual harassment, racism, disability-related abuse, homophobic, biphobic or transphobic language, religion or belief, sex or other protected characteristics will be taken seriously and responded to promptly.

The immediate safety and wellbeing of pupils will be considered first.
Incidents will be investigated proportionately and pupils will be listened to.
Appropriate support will be provided to the child harmed and to the child displaying harmful behaviour.
Parents/carers will normally be informed, subject to safeguarding considerations.
Relevant incidents will be recorded and monitored in line with school and local-authority procedures.
Where behaviour may constitute a safeguarding concern, staff will follow KCSIE 2026 and the Child Protection and Safeguarding Policy.

14. Searching, screening and confiscation

The school follows the current DfE Searching, Screening and Confiscation guidance. Searching is a safeguarding activity and must be undertaken lawfully, proportionately and with regard to the pupil's dignity and welfare.

Seeking cooperation

Staff should normally seek the pupil's cooperation first, explain why a search is considered necessary, how and where it will take place, and give the pupil an opportunity to ask questions. If a pupil refuses to cooperate, staff should consider why and whether pastoral or safeguarding support is needed. An appropriate behaviour consequence may be applied for refusing a reasonable instruction.

Searches under statutory powers

The Headteacher and staff authorised by the Headteacher may search a pupil or their possessions where the legal conditions are met, including where there are reasonable grounds to suspect a prohibited item or an item identified in the school rules as searchable.

Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and articles reasonably suspected to have been or likely to be used to commit an offence, cause injury or damage property.

The school may identify additional banned items in its rules, including mobile phones where their possession or use breaches school rules.

Searches of pupils will normally be carried out by an authorised member of staff of the same sex as the pupil, with another member of staff present, subject to the limited urgent exceptions allowed by law.

A pupil will not be required to remove clothing other than outer clothing.

The age and needs of the pupil, including SEND, communication needs, previous safeguarding concerns and the potential impact of the search, will be considered.

Parents/carers will be informed of searches for prohibited items and the outcome, in accordance with DfE guidance.

Searches and outcomes will be recorded where required or where safeguarding, welfare or behaviour considerations make this appropriate.

Confiscation

Staff may confiscate, retain or dispose of items in accordance with the law, school rules and DfE guidance. Prohibited, harmful or unlawful items will be dealt with appropriately, including referral to the police where required.

15. Restrictive interventions and reasonable force

The school follows the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026. Restrictive intervention is not a behaviour-management strategy in itself and should only be used when lawful, necessary and proportionate.

Staff should use prevention, communication, environmental adjustment and de-escalation wherever reasonably possible.

Reasonable force may be used by members of staff in circumstances permitted by law, for example to prevent a pupil committing an offence, causing injury, damaging property or seriously prejudicing good order and discipline.

Only the minimum force reasonably necessary in the circumstances should be used and for no longer than necessary.

Physical intervention must never be used as punishment or in anger.

The pupil's age, size, SEND, disability, communication needs, health, trauma and known risks must be considered as far as circumstances allow.

Where possible, another adult should be present or summoned, but immediate safety takes priority.

Pupils who are likely to require planned or repeated restrictive intervention should have an appropriate risk assessment/Positive Handling Plan, developed with parents/carers and relevant professionals where appropriate.

Staff expected to use planned restrictive interventions should receive suitable training.

Recording and reporting significant incidents

The school will comply with the statutory requirements in force from 1 April 2026 for recording and reporting significant incidents involving the use of force, seclusion or restraint. Significant incidents will be recorded promptly using the school's agreed system and parents/carers will be informed in accordance with the legal requirements and DfE guidance, unless an applicable safeguarding exception requires a different approach.

Following a significant incident, the school will consider the pupil's welfare, any need for medical attention, debrief and support, the wellbeing of staff and other pupils, and whether plans or risk assessments need to be reviewed.

16. Suspension and permanent exclusion

The school follows the current DfE statutory guidance on Suspension and Permanent Exclusion. Only the Headteacher, or the person lawfully acting as Headteacher, may suspend or permanently exclude a pupil.

Suspension

A suspension may be used in response to a serious incident or persistent breaches of the behaviour policy where this is lawful and proportionate. A suspension is for a fixed period and must be formally recorded and communicated in accordance with statutory requirements.

Permanent exclusion

Permanent exclusion is a serious decision and will only be used where the statutory test is met: in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school will have regard to its duties relating to safeguarding, SEND, disability and equality.

Parents/carers will receive the required written information about the decision and their rights.

The governing board and local authority will be informed and involved as required by statutory guidance.

Reintegration following suspension will be planned to support a successful return and reduce the likelihood of recurrence.

The school will not use informal or unofficial exclusions, such as sending a pupil home to cool off without formally recording a suspension.

17. Part-time/reduced timetables

All pupils of compulsory school age are entitled to full-time education. A temporary part-time timetable will therefore be used only in very exceptional circumstances where it is in the pupil's best interests and forms part of a clearly defined support or reintegration plan.

A part-time timetable will not be used as a behaviour-management technique, as a response to poor attendance, or as a substitute for meeting SEND needs.

The arrangement will be agreed with parents/carers and, where appropriate, the pupil.

It will have a clear rationale, start and end point, regular review arrangements and a plan to return to full-time education as soon as possible.

Attendance will be recorded accurately and any required local-authority processes will be followed.

Safeguarding and the pupil's education during any time away from school will be considered.

18. Safeguarding concerns and allegations involving staff

Behaviour incidents may reveal safeguarding concerns. Staff must remain professionally curious and follow the Child Protection and Safeguarding Policy and KCSIE 2026 whenever a child's behaviour, disclosure or circumstances indicate possible abuse, neglect or exploitation.

Any safeguarding concern or allegation about an adult working in or on behalf of the school, including supply staff, trainee teachers, volunteers and contractors, must be reported through the school's safeguarding procedures. The Headteacher/Chair of Governors and Local Authority Designated Officer (LADO) will be involved where appropriate. Concerns that do not meet the harm threshold will be managed under the school's low-level concerns procedures.

Where an allegation by a pupil is found, following proper investigation, to have been deliberately invented or malicious, the Headteacher will consider an appropriate response. No pupil will be sanctioned simply because an allegation is not substantiated, unfounded or does not meet the threshold for further action.

19. Working with parents and outside agencies

Parents/carers will be kept appropriately informed about significant or persistent behaviour concerns and invited to work with the school on solutions. Where additional expertise is needed, the school may seek support from services such as Specialist Teaching Service, Educational Psychology, Speech and Language Therapy, School Nursing, children's social care or other appropriate agencies.

20. Monitoring, governance and review

The Headteacher is responsible for implementing this policy and ensuring staff understand the school's behaviour culture and procedures. The governing body will fulfil its statutory responsibilities and provide appropriate challenge and oversight.

The school will review behaviour information for patterns, disproportionality and emerging concerns, including in relation to pupils with SEND and other vulnerable groups. The policy will be reviewed annually and sooner, where legislation, statutory guidance or school practice changes.

Appendix A – Staff response guide

Situation	Typical response	Key principle
Low-level disruption / off-task behaviour	Reminder, redirect, reteach expectation, praise correction.	Calm, brief and predictable.
Repeated low-level behaviour	Yellow / short proportionate consequence; consider trigger and support.	Keep pupil connected to learning.
Persistent or more significant behaviour	Orange / supervised removal from immediate setting; reflection and repair.	Removal is purposeful, not informal exclusion.
Serious aggression or significant incident	Red / Headteacher or SLT; secure safety; contact parents; record.	Safeguarding and safety first.
Repeated or complex concerns	SENCO/SLT review; parent meeting; support plan/risk assessment; agencies as appropriate.	Understand need while maintaining boundaries.
Immediate risk of harm	Use trained de-escalation and, if necessary, lawful reasonable force; record/report as required.	Minimum necessary intervention.

Appendix B – Key references

Department for Education – Behaviour in Schools: advice for headteachers and school staff (February 2024).

Department for Education – Searching, Screening and Confiscation: guidance for schools (July 2022; publication page updated July 2023).

Department for Education – Restrictive interventions, including the use of reasonable force, in schools (effective 1 April 2026).

Department for Education – Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026).

Department for Education – Working Together to Improve School Attendance (updated July 2026).

Department for Education – Keeping Children Safe in Education 2026 (effective 1 September 2026).

Education and Inspections Act 2006; Education Act 1996; Equality Act 2010; relevant regulations and subsequent amendments.