



Personal Development, Behaviour & Wellbeing Policy

Updated Policy

Education settings in England closed on 20 March 2020 as part of Governmental direction for the management of the Coronavirus pandemic. Settings remained open for vulnerable children and those of key workers to attend where appropriate and possible. Attention turned to how children and young people's emotional wellbeing and mental health can be supported when settings move towards fully reopening. This policy has been updated with guidance shared to support the whole school community. Pupil's, parent and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Rationale

At Sandhill Primary School, we believe that good behaviour is the key foundation of good education. Without an orderly atmosphere, effective teaching and learning cannot take place.

We also believe that learning how to behave towards each other is an important part of school life and may directly influence attitudes adopted in later life.

The aim of this policy is to clearly indicate to everyone who works in our school, to parents/carers, visitors and our community; the standard of behaviour which is expected of every one of its members.

Our School Rules

Children are expected to follow our school rules as they support appropriate behaviour. The Golden rules are displayed in every classroom. There is a focus Golden Rule each week which becomes the basis for Golden Rule Award for each class each week. A focus on social distancing, washing hands and maintaining healthy hygiene is also a focus for all pupils. Following consultation with parents, pupils and staff, these have been established as follows:

- ✓ Be Gentle
- ✓ Listen to People
- ✓ Work Hard
- ✓ Look After Property
- ✓ Be Honest
- ✓ Be Kind and Helpful

If children choose not to follow the school rules and behave inappropriately, a stepped approach to consequences operates:

Foundation Stage Behaviour Management System

Step One

(a) Distract

Many young children can be diverted from poor or inappropriate behaviour by giving them focused attention or simply turning their attention to something else.

(b) Offer Choices

Give a clear choice, 'I would like you to help tidy up or you might have to miss the story'. Offer to give children a few minutes to think about their choices and then go back to them and ask which they want to do.

(c) Say 'Stop' instead of 'No'

Using the word 'stop' instead of 'no' is effective for many reasons. When 'no' is used as part of everyday boundary setting with children, it can lose the effect and children start to ignore it. However, when we say 'stop', it gives children something to do and also allows you to explain why the behaviour should stop.

It is agreed that when unacceptable behaviour occurs, the practitioner will talk quietly, calmly, in a lower register and slower than usual. Raised voices are not effective or acceptable.

Step Two

(a) The Sunshine, Cloud and Rain Cloud system

All children's names begin the day on the sunshine. If the children's behaviour is not acceptable they will be given a verbal warning. If the behaviour continues, their name will be moved to the rain cloud: The rain cloud is a warning to the children that their behaviour needs to change. If the behaviour continues, their name will be moved to the storm cloud: They will have time out from their activity, their name will be recorded and parents will be contacted.

(b) Use 'time out'

Time out can be used to modify serious or challenging behaviour. Remove the child from whatever they are doing and ask them to sit/stand in a safe place for a period of time. The adult in these circumstances could ignore the child and offer no eye contact or conversation. This is an opportunity for the child to calm down; to think and reflect on their behaviour. It is vital to remember to give the child an 'invitation to return' if they wish to be accepted back into the wider group. If appropriate, explain to the child why time out was needed. If this child then behaves appropriately in the next few minutes, offer clear affirmation and praise. It is important that 'time out' is used appropriately, and only when essential. Sometimes children need time and space to recover before explaining why their behaviour was unacceptable.

Recording of Negative Behaviour

EYFS Behaviour Record

When children's names have been moved onto the storm cloud, their names are recorded by the class teacher with a record of the behaviour. The class teacher uses the record for evidence for rewards.

Step Three

If all steps have been followed and further action is required now follow the KS1 and KS2 behaviour management system:

Key Stage One and Key Stage Two Behaviour Management System

There may be times where children make inappropriate choices about how to behave in school. The current pandemic needs to be taken into account before sanctioning a child as new learning, understanding will take time. We aim to support children to understand how situations could have been avoided and how they can avoid the same situations recurring. This is done through talk or non-verbal responses depending on age and cognition of the child. We use a behaviour ladder system to make it easier to understand. All children have their name and start each day and with their name on green 'Ready to Learn.' If they behave in a way that disrupts learning, they will be given a verbal warning. If the behaviour is repeated, their name will move down. Repetition of disruptive behaviours would lead to the child moving to down the ladder. For more serious incidents, the child would move straight to serious talk.

<u>Behaviours</u>	<u>Serious Talk</u>
<input type="checkbox"/> Being rude	<input type="checkbox"/> Bullying
<input type="checkbox"/> 'Silliness' or inappropriate behaviour	<input type="checkbox"/> Fighting
<input type="checkbox"/> Talking when others are talking	<input type="checkbox"/> Deliberately hurting another child
<input type="checkbox"/> Name calling	<input type="checkbox"/> Putting others at risk
<input type="checkbox"/> Not getting on with work	<input type="checkbox"/> Deliberately damaging property
<input type="checkbox"/> Disrupting others' learning	<input type="checkbox"/> Inappropriate language including
<input type="checkbox"/> Shouting out in class	homophobic & racial comments towards children or adults

a. One Verbal Warning

b. Warning - Children move their name down the ladder to the 'Warning' level.

c. Sanction – (All sanctions to be recorded on the weekly overview as well as the orange slip to be added to their file). Children move their name to the 'Sanction' level. Pupils will miss their next break time.

d. Serious Talk – (All serious talks must be recorded on the red slip to be added to their file held by SLT). Children move their name to the 'Serious Talk' level. Pupils receive a lunch time detention during which time they will complete work set by class teacher and discuss how they can rectify the situation / put things in place so the situation does not occur again (Restorative Practice). Restorative incident sheet to be completed

If a pupil displays disruptive behaviour which distracts other pupils from learning, the pupil will be sent to a member of the Leadership Team for a specified amount of time. Parents will be informed by the class teacher that they have received this consequence.

In a half term:

3 Serious Talks

- 1 day internal seclusion with a member of SLT.
- Report for one week.
- Behaviour Support Plan created.
- Parent/carer meeting with Inclusion Leader and class teacher.

6 Serious Talks

- 1 day internal seclusion with DHT.
- Report for one week.
- Behaviour Consequence Plan created.
- Parent/carer meeting with Deputy Head of School and class teacher.

9 Serious Talks

- 1 day internal seclusion with Head of School.
- Report signed by Head of School each day
- Parent/carer meeting with Head of School teacher.

The consequence system is continuous and operates for a half term.

If a child chooses to behave in a way which results:

- ***in a person being seriously hurt physically or verbally***
- ***in the safety of the child or that of others being threatened***
- ***in our School environment being damaged***

The child will receive a fixed term or permanent exclusion which overrides the standard approach.

**Reasonable adjustments will be made to this policy for children with special educational needs/disabilities, in line with The Equality Act 2010.*

Recording of Negative Behaviour

Sanctions

Each class records the behaviour type on the strips of orange card. These are handed to SLT so that they can be recorded in the behaviour file. SLT update the SIMS conduct log to record children who have received a Sanction.

All children who receive a Serious Talk will be recorded in the School's Behaviour File on a red slip. Children who receive a serious talk will miss half of the golden time session. The file monitors pupils' behaviour using the '3, 6, 9' system.

Serious Talks are also recorded using the SIMS Conduct Log and parents/carers are informed.

Breaktime and Lunchtime Behaviour

If a child behaves inappropriately, they are sent to a designated area by an adult on playground duty. The child remains in the designated area until instructed to return to play by an adult. Incidents will be recorded using the Playground log. These will be passed on to the relevant class teacher at the end of lunchtime. The child's name will then be moved to the relevant level of the Behaviour Ladder.

A minority of children display negative behaviour on a regular basis. These children will remain inside at lunchtime where they will have the opportunity to play in a controlled environment.

A member of staff will take and collect the child to and from the relevant member of staff.

Rewards

Inside Behaviour

At the end of each half term, EYFS and Key Stage One pupils will receive a 'Well Done For Keeping The School Rules' certificate if they have had three or less Sanctions across the half term. For Key Stage Two pupils, the same reward is in operation but with one Sanction allowed.

Keys or other whole class rewards

Classes who work as a team following the Golden Rules showing that they are ready to learn and work in an appropriate manner will receive keys. Each class will set a half termly target of keys to receive a chosen reward voted by the class.

At the discretion of the class teacher children will have the opportunity to earn rewards for themselves and their peers.

Golden Time

Pupils who are consistently showing they are 'Ready' for learning will have the opportunity to take part in Golden Time on a Friday afternoon. If a child receives a Serious talk, they will lose half of their Golden Time for each Serious Talk received.

Fresh Starts:

Every **day** children start back on 'Ready'.

Every **week** is viewed as a fresh start where children will be welcomed back to Golden Time.

Impact of the Coronavirus

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. DfE guidance on [mental health and behaviour in schools](#) can help identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example, being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or from specialist staff or support services.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children's work. The department has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

The school have adopted the RESTORE approach to support during the current climate. Restore is a lens through which staff, children and parents can look at the strategy and plans that are needed for everyone's well-being in a fast changing environment and for a safe and healthy return to school. The restorative approach in schools is values-based and needs-led. It highlights the importance of relationships for emotional wellbeing, resolving conflict, preventing harm and building resilient communities.

RESTORE: Recognition, Empathy, Safety, Trauma, Opportunity, Relationships and Engagement

To support mental health and to stay safe, the schools curriculum will revolve around wellbeing. There are:

- opportunities for one-to-one conversations with trusted adults where this may be supportive. Talk, talk, talk.
- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe.
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups

Supporting Mental Health

An extensive multi-agency and multi-profession task and finish group (including young people from Stairways, parents/carers and education settings) from across Yorkshire & the Humber recognised the need to proactively combine their efforts and consider what the mental health needs of children and young people may be as a result of COVID-19 and how to respond to these needs. This resulted in the '[A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19](#)'. The ethos and principles of the overarching approaches for returning to education focus on key areas such as;

- Relationships (through re-affirming sense of connection and belonging)
- Recognition (including the noticing and wondering around feelings)

- Regulation (through development of whole setting practices which enable pupils to feel emotionally and physically safe)
- Routine (providing preparation for pupils regarding changes of routine/use of spaces which may come into place)
- Reflection (allowing time and space for both pupils and a setting's staff to reflect on what has happened including positives and challenges to enable a sense of loose shared experience to be developed). Key principles of this guide include;
- Not over-medicalising or jumping to diagnostic conclusions
- Appreciate that it is normal for children and young people to have various degrees of worry about returning to education - emotions are a part of normal, everyday life
- Understanding that every child or young person is unique, and their needs may change over time
- Viewing the reopening of education settings from a child or young person's perspective
- Building on existing strengths and skills of children, young people, parents/carers and education provision staff (for example, active listening with empathy can perform an important therapeutic function)
- Building on risk and protection factors for a child or young person's mental health

Addressing many of the following common mental health and emotional wellbeing needs will be incorporated into whole setting opportunities, such as PSHE lessons on living life with and after Coronavirus, open door policies, safe/calm spaces, regular class room check-in circles and dedicated mental health and emotional wellbeing sessions such as online meditation, yoga, breathing exercises, and mindfulness activities. Staff will model exemplary behaviours and values as show in the 'positivtree' below will have a high impact on how well children, young people and colleagues.

Staff Wellbeing

Many members of staff from education settings have continued to work throughout the Coronavirus restrictions. Like the children and young people they care for they too may be experiencing loss, abuse, burn-out or other difficulties. The phased re-opening of settings will likely add to their existing emotional burdens. Sandhill's Senior Leadership Team will be proactive in ensuring that mental health and emotional wellbeing is a visible priority. We will:

- Follow the principles of consultation, communication and collaboration.
- Recognise and acknowledge the difficult circumstances collectively and model behaviours of kindness, empathy and compassion.
- Create opportunities to recognise and reward colleague's hard work
- Have identified mental health leads with an open-door policy.
- Make the most of informal opportunities to check-in with each other.
- Change the narrative where– 'staff meetings' become 'wellbeing check-ins', discuss what went well and even better ifs and ensure school leaders themselves have support.
- Be aware of what local/national support is available and how to access it, such as helplines, IAPT, voluntary organisations and remember the NHS is still accessible for mental and physical health needs.
- Be as clear as possible on ways of working, per government advice, addressing concerns around use of restraint if applicable.
- Gather views on what is manageable and what staff feel is appropriate so there is a whole school approach and that this is consistent.
- All to have access to supervision and mentorship, but especially newly qualified members of staff.

- Minimise academic pressure to achieve.

What individuals can do to look after themselves:

- Take time out to get sufficient sleep and rest, relax and eat regularly and healthily, staying well hydrated.
- Talk to people you trust and allow yourself to be comforted.
- Reduce outside demands and avoid taking on additional responsibilities.
- Spend time in a place where you feel safe and calm to reflect on what's happened over the course of the day/week. Acknowledge and allow feelings during this reflective time.
- Try to reduce your time spent looking at the news from media outlets and social media. Try scheduling 'digital power off' times, especially before bed.
- Use relaxation strategies e.g. slow breathing, self-talk or [mindfulness](#)

Supporting Families

We know that strong families support the development of confident, engaged and well-rounded children. We see supporting families as an integral part of our role. Our Parent Support Adviser works closely with families and outside agencies to ensure that all needs are met as fully as possible in order to maximise the life chances of our children. Support is offered individually and over the phone. Parents are able to come into school when it is risk assessed as appropriate. Appointments are made and only if safe to do so with if 2 metres social distancing guaranteed. Areas will be cleaned prior and after in line with school risk assessment.

Parents are signposted to other opportunities and support and, where necessary, support is brokered on behalf of parents. We recognise the importance of Early Help and are proactive in putting in place Early Help assessments, supported by robust Team Around the Family meetings. A range of adult learning opportunities are offered to support parents in developing their own skills and in working with their children at home to have a positive impact on learning. Support will take place in a safe manner with the use of social distancing or use of PPE if 2 metres cannot be guaranteed. Staff will use Teams or Zoom as a way of conducting meetings with other professionals to support families in need.

Children with Significant Behavioural Needs

Some children need more intensive support to manage their behaviours in school. These children are identified through regular monitoring of behaviour records and through staff knowledge and become the focus for targeted 1:1 support through the Thrive Approach. Where necessary, the school also engages support from the Behavioural Support Service, Educational Psychologist and other professionals. CAMHS referrals may be made where there are concerns about underlying causes.

The safeguarding team work closely with other staff to produce robust Individual Behaviour Plans for identified children in order to ensure that there is a clearly understood and consistent approach to supporting these children's behaviour. Where necessary, Handling Plans are also written to run alongside these which also take account of the recent pandemic. Parents are involved in writing and reviewing these. A significant number of staff within school are Team-Teach trained. Staff undertake renewal training at least every three years. Clear and accurate records are kept of when children are held.

In some circumstances, it may be felt necessary to exclude a child for a fixed period or on a permanent basis. Further information relating to the process can be found in the Exclusions

Guidance. Best endeavours will be used by school staff to work in a preventative way so as to avoid exclusion.

Staff will use Teams or Zoom as a way of conducting meetings with other professionals to support families in need.

Bullying

The school has a robust Anti-Bullying Policy & procedure. Any concerns raised in respect of bullying are logged and thoroughly investigated. Feedback is provided to parents and children. Bullying in any form, including cyber –bullying, is not tolerated at Sandhill Primary School.

Nursery

If children try extra hard with their work they will receive a sticker. The sticker will reflect the learning that has taken place and encourage communication between children, key workers and parents/carers.

Special Mention (Year 1 – Year 6)

Each class teacher will choose one child each week that has done something extra special. In Friday's reward assembly, the children will receive a certificate, and an item from the reward bucket.

Exciting Writing (Year 1 – Year 6)

Children who have impressed their English teachers during the week, are chosen to receive an Exciting Writing certificate.

Marvellous Mathematicians (Year 1 – Year 6)

Children who have impressed their Maths teachers during the week, are chosen to receive a Marvellous Mathematician certificate.

Attendance and Punctuality (F2 – Year 6)

Weekly

If a child achieves 100% attendance and punctuality, then they receive an attendance sticker and stand up in Monday's reward assembly to be praised.

If a class achieves 100% attendance and punctuality, they are rewarded with a non-uniform day the following Tuesday (after Monday's assembly).

Half-termly

If a child achieves 100% attendance, they receive a reward in the end of half term reward assembly.

End of Year

If a child achieves 100% attendance for the whole year, having been on roll since the start of the academic year, they will be invited to attend a reward trip at the end of the year.

Other Procedures to support a calm orderly School Playground Lining Up

- The bell rings to inform children to start packing away
- Children pack their equipment away and begin to go to their lines
- The bell rings again
- The pupils walk in silence to their class line
- The pupils stand in a straight line, in silence, facing the front

Moving Around the School Rules

1. Walk and wait silently

2. If you are moving around the School, walk on the left
3. If walking or waiting with a class, you need to be in single file and in assembly/number order
4. Open doors for adults and wait for them to go through the door before moving on

Other Information

School staff have the power to use reasonable force, if required (see Use of Force by Staff to Control or Restrain Pupils Policy).

This policy needs to be read in conjunction with our:

- Safeguarding Children statement
- Child Protection policy
- Anti-bullying policy
- Use of Force by Staff to Control or Restrain Pupils policy
- Homework policy
- Home-School agreement
- Equality policy
- Special Educational Needs policy

and the DfE's:

- Behaviour and discipline in schools – A guide for head teachers and school staff (2016)
- Behaviour and discipline in schools – Guidance for governing bodies(2012)
- Screening, searching and confiscation - Advice for head teachers, staff and governing bodies (2012)
- Use of reasonable force – Advice for head teachers, staff and governing bodies (2012)
- Preventing and tackling bullying – Advice for head teachers, staff and governing bodies (2012)
- Home-school agreements – Guidance for local authorities and governing bodies (2012)

Monitoring and evaluation

Sandill Primary School ensures this policy is compliant with its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The Trust has a legal duty to make reasonable adjustments for disabled children and children with SEN.

Staff and governors, on a three yearly basis, will review this policy unless circumstances demand an earlier review.

Sandill Primary School has adopted the Department of Education's guidance as outlined in Behaviour and Discipline in Schools – A guide for head teachers and school staff 2016

Appendix 1

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head of School says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Appendix 2

Addressing Poor Behaviour

Sandill Primary School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Appendix 3

The Power to discipline beyond the school gate

The Local Governing Body will need to ask the Head of School to consider what the School's response should be to:

any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school
- or, misbehaviour at any time, whether or not the conditions above apply that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all of those circumstances the Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against the pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Appendix 4

Searching

School staff can search a pupil for any item if the pupil agrees

The Head of School and staff authorised by her/him have a statutory power to search pupils of their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence ii) to cause personal injury to, or damage to the property of any person (including the pupil)

The Head of School and authorised staff can also search for any item banned by the school which has been identified in the rules as an item which may be searched for

Appendix 5

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's Behaviour Policy.

Appendix 6

Screening

The School can require pupils to undergo screening by a walk through or hand held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

The school's statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils.

Appendix 7

Telling parents and dealing with complaints

The school is not required to inform parents/carers before searching, confiscation or screening takes place to seek their consent.

Complaints about searching confiscation or screening should be dealt with through the normal school complaints procedure.

Appendix 8

Off-site Behaviour

All non-criminal bad behaviour and bullying which occurs anywhere off the school's premises and which is witnessed by a staff member or reported to the school is forwarded to the Head of School. The incident will be investigated and the school's Behaviour Policy applied, if appropriate.

Appendix 9

Pastoral Care for School Trust staff

Sandill Primary School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Local Governing Body instructs the Head of School to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Approved by the IEB – July 2020

Date written: July 2020

This policy is to be reviewed July 2021