



## Personal Development, Behaviour & Wellbeing Policy

**Updated Policy September 2023**

### **Rationale**

At Sandhill Primary School, we have a strong commitment to giving all our children the best possible life chances and enabling them to play a full and active role in the local, national and international communities to which they belong. An integral part of this is being able to act and to interact with others in an appropriate and considerate way. All members of our school community are expected to uphold the values of the school and to support this vision for our children. We are committed to working closely with parents and families to support the personal development and wellbeing of the children and their wider families. As a school, we recognise and value the fact that we are able to influence and support the behaviour and wellbeing of our children by helping them to exercise positive decision making and problem-solving skills. It is intended that the impact of this will not only be seen during their time with us but also in their future lives as responsible citizens and positive role models for others.

### **The Role of School Staff**

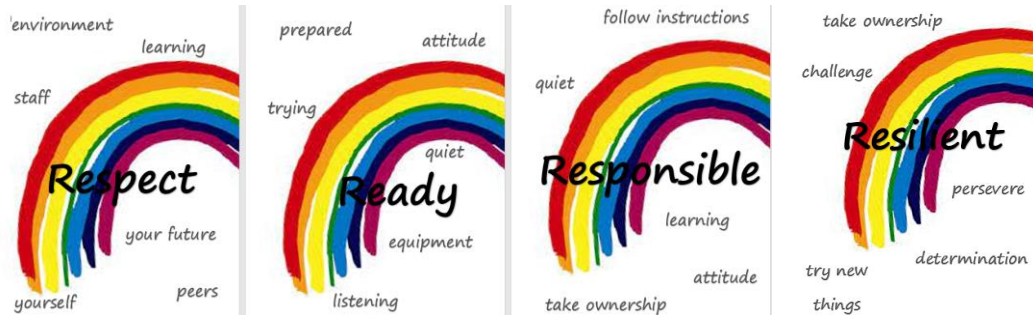
All adults within school have a responsibility to uphold the school policies, procedures and to model the positive behaviours and interactions that we expect the children to demonstrate. In addition to this, certain staff within school have particular expertise and/or responsibility for specific aspects of personal development, wellbeing and behaviour. These are:

<b>Name</b>	<b>Role</b>	<b>Specific Area of Responsibility/Expertise</b>
Mr James Haywood	Headteacher	Safeguarding Lead Inclusion Oracy Lead
Mr Connor Jordan	Deputy Headteacher	Behaviour and Personal Development Lead KS2 Lead
Miss Olivia Stoppard	Parent Support Advisor	Lead for working with parents and families Deputy Safeguarding lead
Mrs Nicole Baker	KS1 Lead	KS1 Lead Deputy Safeguarding Lead
Miss Claire Macdonald	SENDCo	SENDCo Inclusion
Mrs Nicola Manley	EYFS Lead	EYFS Lead Deputy Safeguarding Lead

At Sandhill, we educate the pupils to understand the importance of being a positive citizen through the teaching of relationships, sex and health education (RSHE). This includes learning aimed at developing the understanding of respect, tolerance and responsibility of accepting differences and behaving in the most positive way to all. Staff ensure children are equipped with knowledge of key concepts, such as child sexual exploitation, child criminal exploitation, physical violence, sexual harassment and child-on-child abuse, at a level appropriate to their age and understanding. Staff and leaders ensure that allegations of child-on-child abuse, sexualised behaviour and discrimination are dealt with effectively.

## Our School Rules

Children are expected to follow our school rules as they support appropriate behaviour. Our pupils will be taught with high expectations and tight routines so that our three rules can be taught over time. The four rules are displayed in every classroom. Following consultation with parents, pupils and staff, these have been established as follows:



Sandhill Primary School Behaviour Blueprint		
<p><b>1. Children are greeted at the door to the school by an adult every day. Positive touch is used to build strong relationships.</b></p> <p><b>2. Relentless routines</b> – clear shared expectations in relation to lining up, transitions between sessions in class, around the school.</p> <p><b>3. Give first attention</b> to those doing the right thing.</p> <p><b>4. Make a point of recognising behaviour that is over and above.</b></p> <p><b>5. Take the fame out of being badly behaved.</b></p> <p><b>6. Smile, build empathy</b>— try to understand the child's point of view, how they might be feeling.</p> <p><b>'They are communicating distress.'</b></p>	<h3>School Rules</h3> <p><b>#Ready</b> (ready for learning, ready for next activity)</p> <p><b>#Respectful</b> (towards everyone in the school community, towards property and the school environment)</p> <p><b>#Responsible</b> (keeping ourselves and others safe)</p> <p><b>#Resilient</b> (persevering in everything we do, even if we find it challenging)</p>	<h3>Recognising positive behaviours</h3> <ol style="list-style-type: none"> <li>Verbal praise and recognition</li> <li>Class Display—bronze, silver and gold badge</li> <li>Positive notes, messages and calls home</li> <li>In the spotlight/recognition rainbows—above and beyond behaviour. Instant certificate</li> <li>'Away it' certificates handed out every half term</li> <li>Star of the week</li> <li>Class reward 10 / 20 keys</li> </ol> 
<p><b>Step 4: Consequences</b></p> <ol style="list-style-type: none"> <li>Reminder (a reminder of the 4 simple rules –Ready, Respectful, Responsible, Resilient, could be non verbal)</li> <li>Verbal warning to 'Turn it around' (delivered privately wherever possible, making children aware of their behaviour and consequences if they continue)</li> <li>Staff could use the 30 second intervention Talk to child, privately where possible and give opportunity to engage</li> <li>Actions to support behaviour may be put into place e.g. child moved within class, consequence relating to the incident.</li> <li>Depending on the nature of the incident and discussion with the class teacher—the child could be sent to another class for fixed amount of time. Behaviour will be discussed with parents/carers.</li> <li>Behaviour Support Plans will be put in place where appropriate.</li> </ol>	<p><b>Micro-interv</b></p> <p><b>30 second intervention to support good behaviour choices:</b></p> <ol style="list-style-type: none"> <li>I have noticed that you are not being ... (refer to rule and child's behaviour) right now.</li> <li>You have chosen to ... (refer to action to support behaviour e.g. moving to a non verbal, complete learning at another time)</li> <li>Can you remember yesterday / last week when you... (refer to previous positive behaviour)?</li> <li>That is what I need to see today...</li> </ol> 	<h3>Restorative Questions &amp; Post Incident Learning</h3> <p>(5 questions to usually enough from the following)</p> <ol style="list-style-type: none"> <li>What happened?</li> <li>How did that make you feel?</li> <li>What can you do next time you feel that way?</li> <li>How did this make people feel?</li> <li>Who has been affected?</li> <li>How have they been affected?</li> <li>What should we do to put things right?</li> <li>How can we do things differently in the future?</li> </ol>

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

### **Rewards**

At Sandhill Primary School we recognise the power of praising positive behaviour and staff will endeavour to offer specific verbal praise.....' Thank you, I really like the way that you .....

Offering reward whether verbal or physical for positive behaviour is at the heart of our behaviour policy.

### **Classroom Dojo**

Children will earn class dojo points in class and around school for displaying positive learning behaviours linked to the 4 Rs. Children will have the opportunity to earn 3 badges through collecting dojo points – Bronze (200 dojos), Silver (400 dojos) and Gold (600 dojos).

### **In the Spotlight/Recognition Rainbow**

Children who go on the recognition board will take home a good work slip to inform parents.

### **Keys or other whole class rewards**

Classes who work as a team following the three rules and work above and beyond will receive keys. Each class will set a target of keys to receive the opportunity to have reward time.

### **Nursery**

If children work hard 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.

### **Star of the Week (Year 1 – Year 6)**

Each class teacher will choose one child each week that has gone above and beyond. In Friday's reward assembly, the children will receive a certificate, and will have the opportunity to have special time with a member of the leadership team.

### **Always certificates**

These are handed out every half term to children who are ALWAYS following the 4 R's in school.

### **Attendance Rewards**

Every Monday, the attendance is announced in assembly. The class with the highest attendance earns £5 to put in their class piggy bank and three points. This can be spent straight away on something chosen by the children or saved up. The class with the second highest attendance will earn an extra play time and two points. The class with the third highest attendance will earn one point. At the end of each term, the class with the overall highest points will win a reward.

### **Reading Race**

Every Friday, the number of reads that a class has collectively achieved is read out in assembly. The class with the highest number of reads moves their class along the reading race display. Every half term, the class that wins the reading race will win a reward.

### **Foundation Stage Behaviour Management System**

In recognition of the ages and development of children in the Early Years behaviour management has been amended.

#### **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 Rainbow 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.

**Step Three**

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

**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.

**Key Stage One and Key Stage Two Behaviour Management System**

There may be times where children make inappropriate behaviour choices. 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 a structured approach to post-incident learning, where children are given the opportunity to reflect on what has happened, how it made them feel and consider what might be done differently in future.

## Stepped Consequences

1. Reminder (a reminder of the 4 simple rules –Ready, Respectful, Responsible, Resilient, could be non- verbal)
2. Verbal warning to ‘Turn it around’ (delivered privately wherever possible, making children aware of their behaviour and consequences if they continue).
3. Staff will use the 30 second intervention. Talk to child, privately where possible and give opportunity to engage.
4. Actions to support behaviour will be put into place e.g. child moved within class, consequence relating to the incident.
5. Depending on the nature of the incident and discussion with the class teacher—the child could be sent to another class for fixed amount of time. Behaviour will be discussed with parents/carers.
6. Behaviour Support Plans will be put in place where appropriate.

## Nature of Incident

<u>Warning/Sanction Behaviours</u>	<u>Serious Talk Behaviours</u>
<ul style="list-style-type: none"><li>• Being rude</li><li>• ‘Silliness’ or inappropriate behaviour</li><li>• Talking when others are talking</li><li>• Non compliance not getting on with work</li><li>• Disrupting others’ learning not following 4Rs</li><li>• Shouting out in class</li></ul>	<ul style="list-style-type: none"><li>• Bullying</li><li>• Fighting</li><li>• Deliberately hurting another child</li><li>• Putting others at risk</li><li>• Deliberately damaging property</li><li>• Verbal abuse towards children and adults including homophobic &amp; racial comments</li><li>• Spitting at children or staff</li><li>• Absconding (leaving the school site)</li><li>• Absconding (leaving the class)</li></ul>

## Incident Consequence

- a. **One Verbal Warning**
- b. **Sanction Behaviours** – All sanctions to be recorded on cpoms. Pupils will miss their next break time.
- c. **Serious Talk** – All serious talks must be recorded on cpoms. Pupils will spend time with a member of SLT. During this time they will complete restorative 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). 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.

*A fixed term or permanent exclusion may be considered 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***

*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, trigger, action and response on CPOMS.

## **Breaktime and Lunchtime Behaviour**

### **Breaktime and Lunchtime Behaviour (see consequence plan)**

If a child behaves inappropriately an adult supervising will take appropriate action. There are a range of interventions/sanctions that will be used based on the behaviour observed:

- reminder about appropriate behaviour
- shown/told to play a safe game
- asked to stay with the adult for a few minutes
- a serious talk from a member of SLT

If children display negative behaviour on a regular basis they 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.

### **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.

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.

### **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 Incredible Me programme. 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 number of staff within school are Team -Teach trained. Staff undertake renewal training at least every two 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.

## **Bullying (Child on Child Abuse)**

The school has a robust Anti-Bullying Policy and procedure that supports the KCSIE Updated Sept 2023 guidelines. 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.

This policy should be read in conjunction with our:

- PSHE
- Safeguarding Policy
- Anti-bullying policy
- Physical Intervention Policy
- Home-School agreement
- Equality policy
- Special Educational Needs policy
- Exclusion

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)
- DFE Use of reasonable force – Advice for head teachers, staff and governing bodies (2013)
- 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**

Sandhill 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 (SEND). The School has a legal duty to make reasonable adjustments for disabled children and children with SEND.

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

Approved by the IEB –

Date written: September 2023

**This policy is to be reviewed July 2025**