



Personal Development, Behaviour & Wellbeing Policy

Updated Policy September 2021

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.

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 three rules are displayed in every classroom. 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:



Sandhill Primary School Behaviour Blueprint		
Consider every child to be the best	School Rules	Over and Above behaviours
<p>1. Children are greeted at the doors to the school by an adult every day.</p> <p>2. Relentless routines – clear shared expectations in relation to: lining up, transitions between sessions in class, around the school.</p> <p>3. Give first attention to those doing the right thing</p> <p>4. Make a point of recognising behaviour that is over and above.</p> <p>5. Take the fame out of being badly behaved.</p> <p>6. Smile, build empathy—try to understand the child's point of view, how they might be feeling.</p> <p>'They are communicating distress.'</p> <p>Stepped Consequences</p> <p>1. Remind er (a reminder of the 3 simple rules –Ready,, Respectful, Safe, could be non verbal)</p> <p>2.Verbal warning to 'Turn it around' (delivered privately wherever possible, making children aware of their behaviour and consequences if they continue).</p> <p>3.Staff could use the 30 second intervention. Talk to child, privately where possible and give opportunity to engage.</p> <p>4. Actions to support behaviour may be put into place e.g. child moved within class, consequence relating to the incident.</p> <p>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.</p> <p>6.Behaviour Support Plans' will be put</p>	<p># Ready (ready for learning, ready for next activity)</p> <p># Respectful (towards everyone in the school community, towards property and the school environment)</p> <p># Responsible (keeping ourselves and others safe)</p> <p>Microscript 30 second intervention to support good behaviour choices:</p> <ol style="list-style-type: none"> I have noticed that you are not being... (refer to rules and child's behaviour) right now. You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) Can you remember yesterday/ last week when you... (refer to previous positive behaviour)? That is who I need to see today... 	<p>Over and Above behaviours</p> <ol style="list-style-type: none"> Verbal praise and recognition Positive notes messages and calls home <p>Each time children go on the recognition board they will receive a raffle ticket. Tickets will be drawn at the end of each term for children to receive a prize.</p> <ol style="list-style-type: none"> Star of the week Class reward 10 / 20 keys <p>Restorative Questions & Post Incident Learning (5 questions is usually enough from the following)</p> <ol style="list-style-type: none"> What happened? How did that make you feel? What can you do next time you feel that way? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?

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.

Learning Behaviour

Children who go on the recognition board will take home a good work slip to inform parents. Each child will also receive a raffle ticket and tickets will be drawn from each class for prizes at the end of half term.

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.

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.

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 3 simple rules –Ready, Respectful, Responsible, 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

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

Incident Consequence

- a. **One Verbal Warning**
- b. **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.
- c. **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 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). 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.

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 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.

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.

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.

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

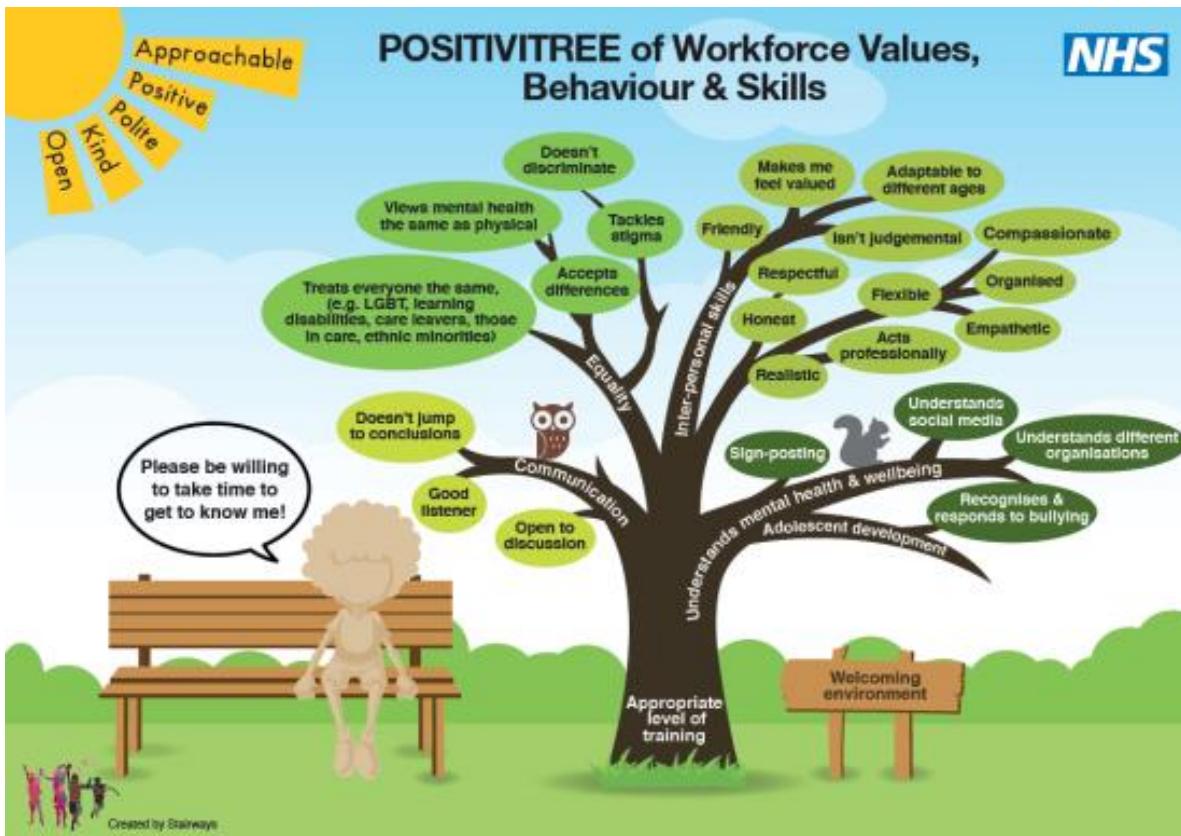
- opportunities for one-to-one conversations with trusted adults where this may be supportive. Talk, talk, talk.
- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe.
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups

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. Staff will model exemplary behaviours and values as shown in the 'positive tree' below will have a high impact on how well children, young people and colleagues.



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 (Peer on Peer Abuse)

The school has a robust Anti-Bullying Policy and procedure that supports the KCSIE Updated Sept 2021 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 2021

This policy is to be reviewed July 2023