

**Sandford Hill Primary School**

# **Behaviour Policy**



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## Introduction:

Staff at Sandford Hill Primary School have high expectations of behaviour at all times. The school motto of “**Thoughtfulness and Respect**” helps foster discipline and mutual respect between pupils and between staff and pupils and is at the heart of this policy.

The adults in school have an important role in modelling high standards of behaviour, both in dealing with the children and with each other, as their example has great influence on the children.

The school’s behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential.

As research<sup>1</sup> suggests, that teachers knowing their students well, can have a positive impact on classroom behaviour, our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect.

At Sandford Hill Primary School, we believe that *‘Being in an informed position, where staff can be aware of negative influences starting or continuing to affect a pupil’s life, is key to building understanding and identifying the most effective behaviour management approach.’*<sup>2</sup>

We also understand the importance of mental health and wellbeing and are aware that disruptive behaviour is a possible manifestation of social, emotional and mental health needs. In line with research and guidance<sup>3</sup> we take positive action to establish an environment which focusses on work to promote self-esteem and self-discipline through all areas of school life and across the curriculum.

## Aims

To create the conditions for an orderly, safe and happy community, in which effective learning can take place and in which there is mutual respect between all stakeholders, clear guidance needs to be established, understood by staff, parents and pupils, and consistently applied.

At Sandford Hill Primary School, we endeavour to equip the children with the knowledge and skills to be good citizens of the future, concentrating on the following aims to underpin everything:

- **Making Safe and Healthy Choices**
- **Being Prepared for the Digital World**
- **Communicating Confidently**
- **Taking Pride in Personal Achievement and Pride in School and Community**
- **Being Independent Learners with Secure Knowledge of Basics and Desire to Further Improve**

Encouraging a sense of responsibility, self-discipline and to develop our pupils as good citizens of the future, all children should know, understand and abide by our **Golden Rules**. These are set out in our Home School Agreement, which stakeholders sign as the children begin their Sandford Hill journey.

The Golden rules are displayed prominently around school and are regularly referred to.

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<sup>1</sup> Education Endowment Foundation (EEF) Guidance – Improving Behaviour in Schools, 2019

<sup>2</sup> Education Endowment Foundation (EEF) Guidance – Improving Behaviour in Schools, 2019

<sup>3</sup> Mental Health and Wellbeing Provision in Schools - DfE Guidance, October 2018 Rebecca Brown

**Golden Rules** (displayed in the classroom and prominently around the school):

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

The **Golden Rules** are embedded through positively praising pupils for making the 'right' choices about behaviour.

## **Classroom Management**

Within classrooms and around school staff will:

- Use descriptive praise to emphasise and reward good behaviour;
- Have high expectations of behaviour;
- Deal fairly and consistently with unacceptable behaviour – referring to the **Golden Rules** – and remembering that it is not the child that is disliked, but a specific action;
- Avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances;
- Speak to pupils in a respectful tone and model good relationships in front of children;
- Ensure pupils maintain formality using 'Miss', 'Mrs' or 'Mr' followed by the adults surname when answering;
- Be organised and provide well-resourced lessons and differentiate work to meet the needs of all learners;
- Meet and greet children in corridors, cloakrooms or the entrance to class and be proactive to ensure smooth transition periods around the school;
- Maintain a **Behaviour Book**, record relevant incidents on **CPOMS** and inform Senior Leaders and parents of any problems where appropriate; and
- Use a restorative approach to ensure pupils take responsibility for their own actions.

## **Behaviour Books**

Class teachers keep records of behavioural incidents in a **Behaviour Book**. Each member of staff, who has dealt with a behavioural issue, is responsible, in consultation with the class teacher, for recording the incident in the Behaviour Book. The Behaviour Leader will initiate a cycle of monitoring, to review class Behaviour Books, and share information about behaviour across the school with Senior Leaders and Governors. At the end of the school year, the Behaviour Leader will collect each class' Behaviour Book and safely and securely store them for future reference.

## **CPOMS (Child Protection Online Monitoring System)**

As well as the behaviour books, any severe behavioural incidents, or issues involving parental contact, will be recorded electronically using **CPOMS** and shared with the appropriate individuals including all senior leaders.

## Rewards

Verbal praise, individual sticker/stamp charts and behaviour ladders are our main reward system; this ensures pupils' achievements are immediately recorded and shared.

Behaviour ladders are highly visible on the classroom walls and children are encouraged to make the right decision with regards to their behaviour. Using this system allows children to celebrate a positive behaviour or reflect on poor choices. Good behaviour enables children to move up the rungs on the ladder, whereas unwanted behaviours will result in children moving down.

When a child reaches Gold (the top of the ladder) they receive a reward from the class prize box. Individual stickers or stamps are awarded for good behaviour or learning from any adult in the school and recorded on an individual chart. When a child fills a row (x10 stickers or stamps) they receive a reward from the prize box. When the charts are filled, the children are sent to the Headteacher for a final sticker and their successes will be shared on the newsletter and school blog.

To maximise the opportunities to praise and celebrate the achievement of children, individually or as part of a team, staff also operate a wide-range of additional rewards:

- All children can be awarded extra **stickers** to reward them for their individual efforts;
- Children can also be given special jobs or roles within the classroom or on the playground;
- **Early Years and Year 1** will also each day choose a **Special Helper** to assist with daily routines;
- In **KS1** when a child reaches **Gold** on the behaviour ladder they can wear a **Gold Star badge** for the day to show others their achievements;
- At the end of each week a number of children in each class will be awarded a **certificate** from the teacher to recognise their efforts during the week;
- Pupils are also regularly sent to the **Headteacher** to share their successes and receive further reward;
- **Headteacher Award Postcards** are sent weekly to a child in each class in recognition of their hard work during the week;
- **The Tony Hughes Award** is presented weekly within each class, to a pupil who has shown "Thoughtfulness and Respect";
- At the end of each term a child in each class is awarded **The Headteacher's Star Award** to recognise their endeavours throughout the whole term;
- At the end of each term several children in each class are awarded **Merit Certificates** from their teacher to recognise their endeavours throughout the whole term;
- A special Headteacher's medallion is presented to a child in each class each term; and
- Each Key Stage also holds annual **Awards Assemblies** where books and individual certificates are presented.

At Sandford Hill Primary School, we recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean the sanctions, stages and rewards are not the most appropriate means of dealing with behaviour and other programmes of intervention and support led by the Inclusion Team may be required. *'A tailored approach to support an individual's behaviour should complement the school's behaviour policy.'*<sup>4</sup>

Where social, emotional and mental health needs are identified through disruptive behaviour, support led by our Inclusion Team, will focus on understanding the specific underlying causes of pupils' behaviour and one to one pastoral support will be provided. Focussed work delivered by the Inclusion Team can concentrate on promoting self-esteem and self-discipline to address the disruptive

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<sup>4</sup> Education Endowment Foundation (EEF) Guidance – Improving Behaviour in Schools, 2019

behaviour. The focus is always to try to understand underlying causes of pupils' disruptive behaviour and provide incentives to support the individual, in a nurturing, trusting relationship.

*'A flexible but consistent approach is not a soft option and requires considerable resilience in the adults who are trying to support and teach young people immersed in their own difficulties.'*<sup>5</sup>

## Sanctions

When poor behaviour is identified, staff should implement sanctions proportionately, fairly and consistently. There may be occasions when staff, in consultation with the Behaviour Leader or Assistant Head/Headteacher, contact parents/carers of children to discuss issues related to behaviour. Any parental contact will be recorded on **CPOMS**.

**Sanctions may vary according to the age of the child and will be carried out if a child:**

- Breaches the Golden Rules;
- Affects the health, safety and welfare of others; or
- Does not work as hard as we expect him/her to.

**Examples of Unacceptable Behaviour may include:**

- Talking when a child is expected to listen;
- Shouting out or persistently interrupting;
- Not working as hard as expected, being off task or distracting others;
- Incomplete Homework (unless a valid reason given by an adult: verbal or written);
- Leaving their chair or classroom without permission;
- Leaving work areas or cloakrooms in a mess; or
- Running where children should be walking.

**Sanctions for Unacceptable Behaviour may include:**

- A 'look' from a teacher or adult, when appropriate, ensuring the child is aware;
- Verbal warning or reminder;
- The child being asked to move their name 'down' a rung on the **Behaviour Ladder**;
- If a child, despite reminders, has to put their name to **Red**, they will go to **Time Out**; or
- Loss of part of the child's break-time or lunch-time to repeat unsatisfactory work until it meets the required standard.

**Examples of Severe Unacceptable Behaviour may include:**

- Refusing a request from an adult;
- Answering back/Cheeking an adult;
- Physically/Emotionally hurting another person;
- Using racist / homophobic language;
- Swearing;
- Bullying\*;
- Deliberately damaging property; or
- Stealing.

\*Systems of support relating to incidents of 'bullying' are detailed within the school's **Anti – Bullying Policy**.

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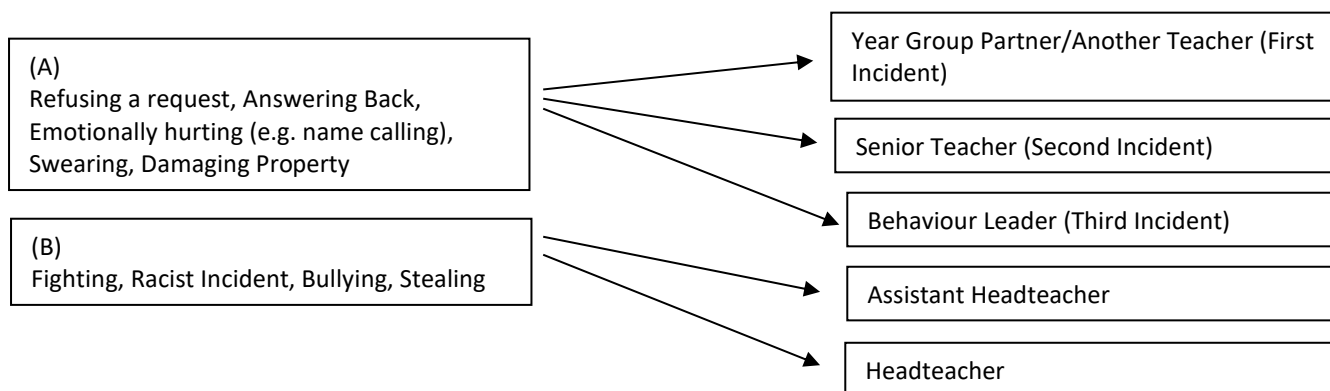
<sup>5</sup> John Cornwall, 2015

**Sanctions for Severe Unacceptable Behaviour may include:**

- Missing playtime or lunchtime to write lines or a letter of apology;
- Going to **Time Out**;
- Loss of privileges (attendance at extra-curricular clubs, representing school teams, not being able to participate in a non-uniform day);
- School based task - such as picking up litter; tidying a classroom or helping clear up the dining hall;
- Removal from the class for a short period of time\*;
- Placing on a 'Behaviour Diary' or 'Behaviour Contract'; or
- Temporary or permanent exclusion.

***A record is kept of the children who are sent to Time Out and the reasons why monitored along with behaviour books and CPOMS.***

\*Referring a child to another staff member due to above behaviours:

**Referring a child**

- **Year Group Partner:** A child will be referred to a Year Group Partner or another class teacher, if sanctioned for behaviours in Box A and it is the first time that child has demonstrated that behaviour.
- **Senior Teacher:** A child will be referred to a Senior Teacher if sanctioned for behaviours in Box A and it is the second time that child has demonstrated behaviour within 1 week.
- **Behaviour Leader:** A child will be referred to the Behaviour Leader if sanctioned for behaviours in Box A and it is the third time that child has demonstrated behaviour within 1 week.
- **Headteacher/Assistant Headteacher:** A child will be referred to the Assistant Headteacher or Headteacher if sanctioned for behaviours in Box B and persistent behaviours in Box A.

***All referrals are to be recorded on CPOMS or in class teacher's Behaviour Book dependent on severity of the behaviour.***

In the event of severe unacceptable behaviour that seriously breaches the Behaviour Policy, the pupil may be excluded for a set period of lunchtimes or a fixed period of days. In the event of the latter, homework will be set. However, there are exceptional circumstances in which the school may want to decide to permanently exclude a pupil for a 'one-off' offence. For any exclusions the school will follow the Exclusions Policy and any current guidance from the Local Authority.

**'Risk of Exclusion' agreement**

In a minority of cases the School's Behaviour Policy will prove ineffective in providing a solution for unacceptable behaviour. There will be pupils who repeatedly display inappropriate behaviour or unacceptable behaviour over a period of time, which results in them, being at risk of exclusion, either fixed term or permanent. In these cases a 'risk of exclusion' agreement\* will be drawn up by the Headteacher and shared with the pupil and their parents.

- The aim of the agreement is to agree the boundaries for behaviour for individual pupils in order to prevent an exclusion.
- The agreement will set out particular inappropriate or unacceptable behaviour and the sanctions to be applied.
- All parties will be required to sign the agreement.

\*If this agreement is not effective and a pupil is still at risk of exclusion, we will access alternative provision through external providers. This will involve the pupil attending another setting for intense support with a view to be re-integrated back into school without the need for exclusion.

**Behaviour Outside School**

Pupils' behaviour outside school on school trips, at sports events, at swimming is subject to the school's Behaviour Policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.