

Sandford Hill Primary School

Relationships

(Behaviour) Policy



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Introduction:

Staff at Sandford Hill Primary School have high expectations of behaviour at all times and strongly believe that behaviour is a means of communication; a way of expressing emotion/emotions. Our key school values of **“Thoughtfulness, Respect and Hard Work”** help foster discipline and mutual respect between pupils and between staff and pupils and these three words are the heart of this policy, underpinning everything.

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 positive Relationship (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 research¹ suggests that teachers knowing their students well can have a positive impact on classroom behaviour, our Relationships (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, 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.’¹

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 guidance² 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 and objectives:

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

- **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**

¹ Education Endowment Foundation (EEF) Guidance – Improving Behaviour in Schools, 2019

² Mental Health and Wellbeing Provision in Schools - DfE Guidance, October 2018 Rebecca Brown Relationships (Behaviour) Policy – M.Allen

Through positive relationships and a consistent approach, we continually strive to achieve the following overall aims:

- **To create a culture of exceptionally good behaviour: for learning, for community and for life.**
- **To ensure that all pupils are treated fairly, shown respect and promote good relationships.**
- **To refuse to give pupils attention and a sense of importance for poor conduct.**
- **To help pupils self-regulate and be responsible for their own behaviour.**
- **To build a community which values kindness, caring, discipline and empathy for others.**
- **To promote community cohesion through improved relationships.**
- **To ensure that excellent behaviour is celebrated and normalised.**
- **To support inclusion of all pupils.**

This is achieved through a clear and shared set of expectations, routines (academic, procedural and cultural) and responsibilities.

Values

Our expectations are clear and simple: at Sandford Hill we value **Thoughtfulness, Respect and Hard Work**. They are displayed clearly around our school and referred to regularly and consistently through deliberate and visible adult presence and interactions. We believe that excellent behaviour from all children is only achieved when the adults are modelling excellent, wholly consistent behaviours in line with this policy. All behaviours, through praise or reminders, are also consistently labelled with the words to help the children understand what is expected at Sandford Hill. They are:

Thoughtfulness	Respect	Hard Work
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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 – using our expectations: **Thoughtfulness, Respect and Hard Work** – 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 scaffold 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;
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- 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.

CPOMS (Child Protection Online Monitoring System)

Behaviour incidents are recorded electronically using CPOMS. There are three levels of behaviours recorded:

- Behaviour notes - where low level repeated behaviours are recorded;
- Unacceptable behaviours; and
- Severe behaviours.

Recording on CPOMS ensures that the relevant staff, including all senior leaders have an overview of all behaviours across the school.

Rewards

Verbal praise, individual stickers/stamps, raffle tickets and class **WOW Boards** are our main reward system; this ensures pupils' achievements are immediately recorded and shared.

The class **WOW Boards** are routinely used to advertise the behaviour that we want to see and it is a collaborative strategy where the children work as a team, focusing on 'learning behaviours' using our three key values, to moving in one direction towards success.

Individual stickers, stamps or raffle tickets are awarded for good behaviour or learning, from any adult in the school.

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:

- Children can be given special jobs or roles within the classroom or on the playground;
- **Early Years** will also each day choose a **Special Helper** to assist with daily routines;
- **Postcards** are awarded weekly to a child in each class in recognition of their hard work during the week;
- A medal is awarded weekly within each class, to children who have demonstrated '**Thoughtfulness and Respect**';
- In weekly **Key Stage Celebration Assemblies**, a Maths Champion, Reading Champion and Curriculum Champion certificate is presented within each class;

- At the end of each term several children in each class are awarded **Merit Certificates** from their teacher to recognise their progress, hard work or thoughtfulness and respect throughout the whole term;
- A special **Headteacher’s Medallion** is presented to a child in each class each half term; and
- Each Key Stage also holds **Awards Assemblies** every half term where individual certificates are presented.

At Sandford Hill, 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 consequences, 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. Reasonable adjustments will sometimes need to be made to meet the needs of some children with SEND. ‘A tailored approach to support an individual’s behaviour should complement the school’s relationship policy.’³

Where social, emotional and mental health needs are identified through inappropriate 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-regulation to address the disruptive behaviour. The focus is always to try to understand underlying causes of pupils’ inappropriate 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’⁴

Consequences

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

Consequences may vary according to the age of the child and will be carried out if a child is demonstrating behaviour which:

- Is not meeting our expectations: **Thoughtfulness, Respect and Hard Work**; or
- Affects the health, safety and welfare of others.

Examples of Unacceptable Behaviour may include:

- Persistently talking when a child is expected to listen;
- Shouting out or persistently interrupting;
- Refusing a request from an adult;

³ Education Endowment Foundation (EEF) Guidance – Improving Behaviour in Schools, 2019

⁴ John Cornwall, 2015

- Not working as hard as expected, being off task or distracting others;
- Leaving without permission; or
- Deliberately damaging property.
- Swearing

Examples of Severe Unacceptable Behaviour may include:

- Child on child – physical;
- Child on child – verbal;
- Child on child – bullying;
- Child on child – racist;
- Child on child – homophobic;
- Child on child – sexual;
- Answering back or being rude to an adult; or
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- Stealing.

*Systems of support relating to incidents of ‘bullying’ are detailed within the school’s Anti-Bullying Policy.

Consequences for Unacceptable or Severe Behaviour may include:

- Missing 2- 5 minutes of playtime or lunchtime;
- Discussion and time to reset with the class teacher;
- Discussion and time to reset with year group partner;
- Attending time out;
- Discussion and time to reset with SLT;
- Loss of privileges (attendance at extra-curricular clubs, representing school teams or not being able to participate in a non-uniform day);
- Removal from the class for a short period of time;
- Placing on a ‘Behaviour Diary’ or ‘Behaviour Contract’; or
- Suspension or permanent exclusion.

Clear steps are followed consistently when addressing unacceptable and severe behaviour and children are given ‘take up time’ in between each step to enable/help them to make the right choices. See Appendix 1

A record is kept of the children who receive consequences and the reasons why monitored along with behaviour books and CPOMS.

Referring a child

Behaviour Leader: A child will be referred to the Behaviour Leader if a consequence is required for any unacceptable behaviours and it is the third time that child has demonstrated behaviour within 1 week.

Senior Leaders (SLT): A child will be referred to a senior leader (Assistant Headteacher, Headteacher or Inclusion Leader) if a consequence is required for any severe unacceptable behaviours or repeated unacceptable behaviours.

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 Relationships (Behaviour) Policy, the pupil may be suspended for a set period of lunchtimes or a fixed period of days. In the event of the latter, homework will be set and the school will follow the guidance within the Suspension and Permanent Exclusion Policy. However, there are exceptional circumstances in which a school may want to decide to permanently exclude a pupil for a 'one-off' offence.

'Risk of Suspension/Permanent Exclusion' agreement:

In a minority of cases the school's Relationship (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 suspension or permanent exclusion. 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 future exclusions.
- The agreement will set out particular inappropriate or unacceptable behaviour and the consequences to be applied.
- All parties will be required to sign the agreement.
- The local authority exclusions team will be notified.
- Following any exclusion there will be a re-integration meeting involving all appropriate agencies.

*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 being re-integrated back into school without the need for exclusion.

Behaviour Outside School

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

Appendix 1

Expectation	Guidance
Classroom Environment	<ul style="list-style-type: none"> • Wow Boards should be visible and accessible to pupils with all names on at the start of the day. • The classroom should be a tidy and decluttered space.
Classroom Entry - A strong start	<ul style="list-style-type: none"> • Provides an opportunity to strengthen relationships with your pupils. • Establishes culture – this is a place of work and learning; the tone of the day. • Show the pupils that I am organised and prepared.
Do Now	<ul style="list-style-type: none"> • Instructions for the Do Now should be in the same place every day. • A Do Now is an opportunity to review a recent lesson, to preview the lesson taking place later in the day or to build knowledge for future learning. • A Do Now should be able to be completed without any input from the teacher or any discussion with peers. • A Do Now should not replace the lesson that was originally planned by taking too much time. • A Do Now should be completed on every entry to the classroom (morning registration, playtime, lunchtime, assembly).
Call for attention	<ul style="list-style-type: none"> • <i>Countdown 3, 2, 1 STAR</i> <p>S – Sit up / Stand still T – Track the adult (point to eyes) A – Attentive listening (point to ears) R – Respect means nothing in hands (fold arms)</p>
Lining up - exiting the classroom	<ul style="list-style-type: none"> • <i>Countdown 3, 2, 1 STAR</i> (to call for attention) <ul style="list-style-type: none"> - Stand up tall - Tuck chair in and stand behind - Respond to the instruction and Wonderfully Walk to the line (Group 1, 2 and 3)
Lining up - outside	<ul style="list-style-type: none"> • Blow whistle • Track adult • Ask children to join the line (3,2,1 STAR) • Lead in (Wonderful Walking)
Whiteboards	<ul style="list-style-type: none"> • <i>Countdown 3, 2, 1 Show Me</i> <ul style="list-style-type: none"> - Pen lids on and down - Hold whiteboards under chin
Wonderful Walking	<ul style="list-style-type: none"> • Pupils should walk around school, in: <ul style="list-style-type: none"> - Single file - Silent - Smart (hands behind their back)
What to do – giving directions	<ul style="list-style-type: none"> • Tell the person what you want them to do rather than what not to do. • Crisp and clear directions executed with grace and warmth. • Economy of language and be consistent. • Assume the best. • Challenging situations – break the steps down and thank the pupil.
Radar and be seen looking	<ul style="list-style-type: none"> • Glance, exaggerate looking and chin up. • Swivel to check the team (waiting on two). • Pastore's Perch. • Sprinkler and be seen looking moves.

Use of Relationships (Behaviour Policy)	<ul style="list-style-type: none"> • Step 1 Reminder <ul style="list-style-type: none"> - <i>John, this is a reminder that we are working in silence, thank you OR</i> - <i>Thank you for working silently (look at the child who is not working silently).</i> • Step 2 Warning <ul style="list-style-type: none"> - <i>I have reminded you already, please work silently, thank you.</i> • Step 3 Removal of name from Wow Board <ul style="list-style-type: none"> - <i>Quietly walk over and put the child's name from the Wow Board on their table.</i> - <i>Have a quiet discussion e.g. If you continue to talk, then you will miss 5 minutes of play. I know you can work silently, and I will put your name back on to the Wow Board when I see you doing this, thank you.</i> - <i>Walk away and wait for the behaviour to improve, then put the name back.</i> • Step 4 Consequence
Consequences	<ul style="list-style-type: none"> • Stay in for 2-5 minutes of play <ul style="list-style-type: none"> - <i>Discussion with class teacher</i> • Time out <ul style="list-style-type: none"> - <i>Severe or persistent behaviour (to be recorded on CPOMS)</i> • Refer to Behaviour Leader • SLT
Rewards	<ul style="list-style-type: none"> • Acknowledge positive behaviour with actions (thumbs up) • Verbal praise • Stickers (EYFS – Y3) • Raffle tickets (Y4-Y6) <ul style="list-style-type: none"> - <i>Chair swap</i> - <i>New playground</i> - <i>Read a story to a class</i>