



BEHAVIOUR POLICY

**RAWMARSH SANDHILL
PRIMARY SCHOOL**

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 rawmarshshandhill.org **HEADTEACHER:** Mrs E Leighton



Sandhill Behaviour Policy

Behaviour & Attitudes Overview

The Education Act states that it is the legal duty that all members of staff have a responsibility to promote, teach, model and reward exceptional behaviour. Good behaviour in school ensures that students are ready and able to make the most of the broad range of opportunities they have to develop and progress. Poor behaviour can be detrimental to learning and securing a safe environment within the school.

In order to ensure consistency and fairness throughout all school, all members of staff are expected to praise positive behaviour and attitudes and to support students who find this difficult.

This school has a values framework, known as the Sandhill Way. This framework embodies the values of Wickersley Partnership Trust (WPT) as well as our school. We expect students and staff to follow these 'Ways' and praise is given when these are noticed (See the Rewards and Sanctions section).

This handbook outlines common procedures, expectations and good practice that is expected at Sandhill Primary Academy.



Roles and Responsibilities

We ask all members of staff within our school to have the highest expectations possible of student's behaviour and attitudes.

The following sets out specific responsibilities for various roles in our school.

Parents/Guardians

We ask parents to work in partnership with staff to ensure good behaviour and follow up any issues raised. We ask parents to inform us of any concerns or issues related to their child, which may impact on their child in school. We ask that students have the right equipment and uniform when they come in every day.

Staff

At Sandhill Primary Academy, we ask staff to be responsible for ensuring high standards of behaviour, fairness and respect are maintained by students – both around school and in their classroom. We ask staff to be skilled in managing and modelling high standards of behaviour and attitudes. Teachers have the following specific responsibilities:

- **Meet and greet students at the school entrance or on the playground.**
- **Deliver lessons which challenge students of all abilities, whilst providing support for those who need it.**
- **Have detailed knowledge of the students in their classes, including and especially those with SEND or behaviour support plans.**
- **Use praise and rewards consistently according to policy e.g. Dojos.**
- **Have a working knowledge of the school's behaviour and discipline policy and the Trust handbooks for Behaviour and Rewards.**
- **Deal with inappropriate behaviour swiftly and provide support to those students who need help.**
- **Use warnings and sanctions according to policy.**
- **Conduct a restorative conversation with any student after sanctions.**
- **Liaise with parents/carers daily at the end of the day if there are issues with behaviour.**
- **Record incidents on CPOMs/Bromcom as per school policy.**

Headteacher

Headteachers have accountability for the implementation of behaviour and attitudes policy on a day to day basis. Therefore, they ensure staff training is relevant, in line with policy and is up to date with DfE guidance. It is the headteachers responsibility to develop the ethos of their school so that positive behaviour and excellent attitudes are rewarded and that behaviour issues are dealt with swiftly so that learning and safety are not compromised.

Governors

We ask the Governing Body to keep up to date with events in school so that they can join in with celebrating student's achievements. We ask that governors provide supportive challenge to headteachers to secure positive behaviour and attitudes and deal with poor behaviour. We ask governors to receive termly reports from headteachers and provide support and advice which has been gained from Trust link meetings. We ask governors to play their part in the graduated response to behaviour process in schools when necessary.

Students

We ask students to do their best to follow 'The Sandhill Ways'. We use a pupil voice to check their understanding of these 'Ways' and to ensure they know how to support each other to follow them. We ask students to contribute to discussions about 'The Sandhill Ways' in assemblies and in class during debates or discussions. We ask students to demonstrate these 'Ways' at every opportunity in school. We ask students to share with adults any concerns they have for others or themselves if 'Ways' are not followed.

Role of Students:

Pupils will be expected to:

- **Conduct themselves around the building in a safe, sensible manner, showcasing respect**
- **Arrive on time to lessons**
- **Bring equipment appropriate for the lesson**
- **Follow reasonable instructions given by the teacher**
- **Behave in a reasonable and polite manner to all staff and pupils**
- **Show respect for the opinions and beliefs of others**
- **Complete all class work a positive attitude**
- **Hand in homework on time**
- **Show respect for the environment**
- **Follow 'The Sandhill Way'**

Behavioural Expectations/The Sandhill Way

The children are expected to portray 'The Sandhill Way' at all times. These expectations are displayed in all communal areas of school. Class rules and whole school expectations will be set based around these core values. We recognise that learning to behave in an acceptable way at school and in wider society is a process which starts from birth and home, and continues through school. It is an essential part of our job as teachers to ensure all children are able to master positive behaviour. As such, we understand that children will make mistakes along the way, just as with learning to read, write and calculate.

Teacher Rights

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

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

The Sandhill Way

The Sandhill Way allows us all to promote the attributes our children need in order to develop their independence, responsibility and resilience to have a happy and successful life.

We promote a high challenge-low fear environment, where students and staff are encouraged to have a go without fear of making a mistake. The Sandhill Way includes:

- We work hard and never do less than our best
- We support others around us
- We take pride in our appearance
- We take responsibility for our choices and actions
- We take pride in and look after our school community
- We dream big
- We believe in ourselves
- We are prepared to make mistakes and learn from them
- We are equipped to learn
- We are respectful and listen to others
- We are proud of our achievements
- We take risks and rise to a challenge



Rewards & Sanctions

Rewards for positive behaviour and attitudes:

At Sandhill Primary School, not only do we promote and teach positive behaviour and attitudes with our children, we also value and reward them. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around school. A sense of discipline and good order in our school comes through an atmosphere in which children are encouraged to respect themselves and others. This is developed through a range of awards given for positive behaviour including; reward stickers, raffle tickets, dojo points, stickers and certificates from the Headteacher and Special Mention assemblies and curriculum focus assemblies.

Our Rewards Include:

- Class Dojo will be used so that all staff can encourage and reward pupils for displaying any of the following positive behaviours/attitudes. These are linked to our 'Sandhill Way' expectations. Children will be rewarded 1 dojo each time they are seen demonstrating these with prizes awarded to children for different amounts.
- Certificates and badges – these are received for achieving Trust Pledges and are presented when Pledges are achieved throughout the year
- Special Achievement assemblies (Star of the Week and Headteacher Award) – Star of the Week rewards are given to children, who have produced an excellent piece of work that needs to be celebrated. Headteacher Awards are given for children who have shown the 'Sandhill Ways'.
- Headteacher Stickers – these are given to children who have shown exceptional work. These stickers are awarded by Mrs Leighton
- Children celebrate their class attendance together, having an extra 10 minutes playtime on a Friday if their class has the highest attendance. They also have a class trophy which is taken to class to represent this.

Sanctions for poor behaviour:

It is essential for the adults in school to set and expect a high standard of behaviour. We must therefore be consistent in our approach towards discipline, so that the children know exactly what is, and is not, acceptable. It is important that our children and parents are aware of the procedures followed in school to achieve good discipline. We expect all children to develop and display positive learning behaviours around school. We know that some children can sometimes find this difficult to sustain, so adults will always give a verbal

reminder of the expectation, phrased positively so that the child understands what to change to get back on track.

Examples of unacceptable behaviour:

- **Disturbing other children**
- **Shouting out**
- **Not getting on with learning**
- **Purposely making noise to gain attention**
- **Answering back or questioning instructions**
- **Not doing Star sitting in lessons.**
- **Fiddling with equipment (Unless stated in SEND Plan)**
- **Using inappropriate language or gestures**
- **Play fighting**
- **Not listening to instructions from an adult**
- **Questioning an adult**
- **Damaging playground equipment deliberately**

If a child persists in unacceptable behaviour, they will receive a sanction.

Our Sanctions Include:

- Traffic light systems or graduated warnings so that students have a chance to correct the behaviours. (Warn, Move, Remove)
- Time out – this maybe within the classroom, in a buddy classroom or with SLT
- Missed playtimes – a graduated response which involves time missed from an activity out of the classroom. Escalation of this may lead to internal or external exclusion
- Behaviour contracts/sticker charts – students have time specific targets which are shared with SLT and parents so that success can be celebrated and poor behaviour discussed
- Please note - all behaviour approaches can be tailored and personalised to the needs of a group/individual where necessary. Personalised behaviour plans will be used.

We appreciate and acknowledge that children with specific SEND may need different approaches in order to support them with their behaviour needs. Staff use individual SEND plans to support this.



Warn

Move
(Within the classroom)

Remove - to another classroom
(Miss Playtime/Dinnertime)

Mr Cairns

Mrs Leighton

Bullying

School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children and staff attend school free from fear. For further information see the School's Anti-Bullying Policy.

Bullying is defined as behaviour that is:

- **Repeated**
- **Intended to hurt someone either physically or emotionally**
- **Often aimed at certain groups, for example because of race, religion, gender or sexual orientation**

Examples of bullying which will not be tolerated at Sandhill include:

- **Physical assault**
- **Teasing**
- **Making threats**
- **Name calling**
- **Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)**

For more information on this please refer to our 'Anti-bullying Policy'

Serious Incidents

Any serious incidents including bullying, swearing, spitting, threatening language, racist or homophobic comments and instances of physical aggression towards students or adults will result in immediate referral to a senior member of staff. These are recorded on Bromcom/CPOMs. Parents are informed.

Restorative Practice

A restorative approach to managing behaviour is consistent across all schools. Staff will sanction the behaviour, not the child. We have a duty of care to all students and recognise that poor behaviour may be the result of deeper concerns or social, emotional or mental health needs. (SEMH). Therefore, emotion coaching is a common strategy across schools.

'I can see you are _____ however you have just _____ which is not acceptable and we will talk about it when you are ready.' A child in crisis will find it almost impossible to respond at this time and this should be followed up later when the child is calm.

Logging Negative Behaviour

All negative behaviour such as deliberate use of hurtful language and physical behaviour towards other pupils or staff and defiance and un-cooperation is recorded on Bromcom with comments and actions taken.

Graduated Response for Behaviour

All schools in Wickersley Partnership Trust will have systems in place to identify challenging behaviour as early as possible in order to effectively apply graduated layers of intervention.

Schools must always consider the need for consultation with the SENDCo team in order to ascertain whether or not a student has unidentified need(s), which may be contributing to the challenging behaviour.

The graduated response for behaviour will overlap with that of SEND and some interventions may be the same. It is important, therefore, that interventions are documented.

Schools should use the following table to benchmark the appropriate wave of interventions for the behaviour being displayed.

WPT GRADUATED RESPONSE WAVES

| Wave 1 behaviours observed | Assessment Tools Completed | Strategies Used |
|--|--|---|
| <ul style="list-style-type: none"> • Occasional difficulty in following whole class instructions/ routines • Occasional refusal to follow reasonable requests • Poor concentration • Occasional difficulty working in groups, sharing and taking turns • Limited regard for school rewards and consequences • Some difficulties forming positive relationships with peers and/ or some teachers • Possibly isolated or withdrawn • Attendance/ punctuality issues • Unpredictability, inconsistency • Occasional aggressive or confrontational behaviour (emotional outbursts) | <ul style="list-style-type: none"> • Child on a page profile • Pupil self-assessment during ROA • Learning Support Plan review meetings and review of these targets • Records kept up to date on CPOMS • Completion of SDQ - strengths and difficulties questionnaires (home and school) to identify needs • Parents involved regularly • Differentiated learning | <p>Classroom Support:</p> <ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials • Recognition and recording of learning styles and motivational levers • Create opportunities to work with positive role models • Small group work to learn appropriate behaviours and for associated learning difficulties • A quiet area in the classroom may be useful for individual work • Additional adults routinely used to support flexible groupings • Curriculum includes SMSC and PSHE <p>Rewards:</p> <ul style="list-style-type: none"> • Reward systems involving regular monitoring and support <p>Parental engagement:</p> <ul style="list-style-type: none"> • Strategies developed shared with school staff, parent/carer and child • Team around child identified • Encouragement and inclusion in extra-curricular activities <p>CPD:</p> <ul style="list-style-type: none"> • Offer staff CPD for emerging SEMH needs • Consultation with other colleagues in school <p>Evidence Trail:</p> <ul style="list-style-type: none"> • SEND register • Close monitoring to identify/record triggers <p>Referrals:</p> <ul style="list-style-type: none"> • Consider referral to outside agencies - LSS EPS |

| Wave 2 behaviours observed | Assessment Tools Completed | Strategies Used |
|--|--|---|
| <ul style="list-style-type: none"> • No significant or sustained improvement in behaviours • Persistent non-compliance • Learning of self and others interrupted by disruptive behaviours • Inappropriate language/ communication (inability to adapt to context) • Regular Inappropriate and/or risk taking behaviours • Possible sexualised language/ behaviour towards others • Increased aggressive/violent behaviour • Significantly withdrawn • Occasional walking out of class • Swearing and showing aggression towards adults and peers | <ul style="list-style-type: none"> • Involvement of education and non-education professionals as appropriate through early help processes e.g. CAMHS, LSS, EPS etc • Early Help Consultation and assessment if felt appropriate • SDQ to check changes from phase 1 • Behaviour and curriculum plan closely tracks levels of achievement and all LSP targets are individualised, short term and specific • More frequent involvement of parent/carer to engage pupil • Multi agency planning meeting | <p>Classroom Support:</p> <ul style="list-style-type: none"> • Increased access to a combination of individual, small group and whole class activities • Main provision by class teacher with support from SENDCo and advice from education and non-education professional as appropriate • Tasks and presentations personalised to pupil's needs • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations <p>Nurture:</p> <ul style="list-style-type: none"> • Daily/ regular access to staff in school with experience of SEMH <p>Rewards:</p> <ul style="list-style-type: none"> • Targets are monitored with the pupil daily • Bespoke reward systems involving regular monitoring and support <p>CPD:</p> <ul style="list-style-type: none"> • Staff training in restorative approaches/ attachment and trauma/PDA <p>Evidence Trails:</p> <ul style="list-style-type: none"> • Begin a SEND Plan in preparation for the need for an EHCP • Observation schedules - in the classroom by different people in school e.g. learning mentor, SENDCo, LSS etc. <p>Referrals:</p> <ul style="list-style-type: none"> • Referrals submitted to external specialist service <p>Other Actions:</p> <ul style="list-style-type: none"> • Reflective placement at Trust school • Consider a reduced timetable • Fixed Term Exclusion - (If reflective placement is ineffective) • Consider a managed move |

| Wave 3 behaviours observed | Assessment Tools Completed | Strategies Used |
|--|---|---|
| <ul style="list-style-type: none"> • Persistent disruptive behaviours • Behavioural incidents and fixed term exclusions increasing at risk of PX • Inability or complete refusal to follow school routines and instructions • Increased time out of the classroom / isolated • Non-engagement with school rewards and consequences • Inability to sustain positive relationships with adults and/or peers • Mainstream setting has a detrimental effect on health and well-being and safety of self and others • Requires daily access to specialist provision for SEMH/SEN • Use of weapons to harm or threaten • Violence • Self harm • Severe and sustained bullying • Refusal to communicate • Significantly withdrawn • Regular Swearing and showing aggression towards adults and peers | <ul style="list-style-type: none"> • Assessment/ support from outside agencies in place • Boxall profile • Further multi agency planning meetings • Early help support • EHCP request if the student needs 'significantly different from and additional to' mainstream education with parents approval • SEND Plan updated to include smart targets • Consideration of MASH referral to access Children's Services | <p>Classroom support:</p> <ul style="list-style-type: none"> • Pupil taught a bespoke differentiated curriculum - may need some separation time from others in the classroom • Some opportunities for Alternative Provision at SEMH Foljambe but these are time limited • Managed move where appropriate • Pupils have 1:1 support when in school • Pupil's curriculum is personalised <p>Nurture:</p> <ul style="list-style-type: none"> • Activities focus on key skills and Social, Emotional, Behavioural outcomes throughout the school day <p>Referrals:</p> <ul style="list-style-type: none"> • Increased access to specialised SEMH where some aspects of the curriculum may be taught out of mainstream - Foljambe • Pupil requires an alternative to mainstream education - EHCP submitted -Alternative provision appropriate to need looked into and information requested from outside agencies at a higher level <p>Evidence Trail:</p> <ul style="list-style-type: none"> • Provision map and timetable of support recorded for evidence of TA deployment and access to alternative provision child has received • Reports requested from relevant specialist service <p>Other:</p> <ul style="list-style-type: none"> • Consider further reduction in timetable • Fixed Term Exclusion - (If reflective placement is ineffective) • Consider a permanent exclusion • Consideration of special school placement depending on emerging needs |

WAVE 1 - IN CLASS

- Seat in class changed
- Meeting with student and parent/carers
- Review of effort grades and reward chart
- Observation in class by SENDCo

WAVE 2 - SENDCO

- SENDCo report
- LSS observation in class
- 1:1 provision at points in the day
- Learning mentor support - ELSA
- Behaviour support plan/reward chart with SLT - shared with parent/carer daily
- Meeting with parents with SENDCO

WAVE 3 - SLT

- Behaviour meeting with parents - AHT/HT
- 1:1 support in class
- Behaviour plan with SLT and governor
- Regular review by LSS
- Referral to SEMH provision - Foljambe
- Referral to EPS - EHCP considered
- Managed move

Supporting Behaviour Improvement

At Sandhill Primary, we wholeheartedly believe that behaviour is often the child's way of communicating negative feelings and we must work alongside children and families to tackle the causes of such negative feelings and repair any damage caused from these behaviours.

All situations will be dealt with by all staff, in a restorative way (as aforementioned above) by exploring feelings, discussing unacceptable behaviour and the children being asked how they can make amends through a consequence and their future behaviour.

The role of all staff is very important here at Sandhill Primary, in supporting children who may exhibit challenging behaviour. Staff will spend time with children, boosting their self-esteem; talking with them to help unearth any underlying problems; as well as providing the child with a number of 'better choices'. Staff may provide sensory breaks to support this.

In addition, our staff will help children develop friendships by encouraging them to respect and value their peers. We will also provide support and positive role modelling for those

children who find playtimes and lunchtimes difficult. This will support them to integrate into play with other children in a successful way.

All staff are trained in using emotion coaching techniques to diffuse situations. Occasionally the school may find itself with a child that exhibits challenging behaviour, and it may be felt that additional help should be sought from outside agencies. In such cases, and with parental consent, the child may be referred to the Educational Psychology Service, Early Help, or we may seek advice from colleagues in other settings. This may include Trust SEMH provision, managed moves or internal exclusions.

As a last resort, or where significant harm has been done to another member of the school community, a fixed term exclusion may be used by the Headteacher or Assistant Head in her absence. The Trust will be involved at this point. A reintegration meeting will follow whereby the parent/cares and child will be asked how they will support the school in finding ways to support the child to improve their behaviour. In very rare cases a child may be permanently excluded. This decision will be made with the support/involvement of the Trust CEO and team.

Physical Restraint

This section of the policy is based upon Education and Inspections Act 2006. Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following.

- **Child/young person attacks a member of staff, or another child /young person**
- **Children/young people who are fighting and are at risk of injuring themselves or others**
- **A child/young person is committing or is on the verge of committing deliberate damage to property**
- **A child/young person absconds from the class or tries to leave the school setting**

Use of physical interventions is always a last resort and must be taken in the child/young person's best interest with the regard to the safety of all others and where it is absolutely necessary.

Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportionate to the circumstances. Teaching and non-teaching staff should operate within an appropriate "Duty of Care" and follow the guidance within this policy. All staff may use 'reasonable force' when necessary according to the above act.

Positive Handling

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety. Some children may need a positive behaviour support plan to support them in their behaviour.