



Managing and Supporting Positive Behaviour Policy.



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September 2024

(Review: September 2025)

Managing and Supporting Positive Behaviour Policy

Aims and Ethos

Rationale

The academy's Managing and Changing Behaviour Policy aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and **explicitly teach good behaviour**, rather than merely deter anti-social behaviour.

At Sandy Hill, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations, this includes our relationships with each other as staff and how we interact with our children, modelling our expectations for behaviour across our community.

At Sandy Hill Academy, we expect the highest standards of behaviour, and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of feeling safe in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

The development of positive social, emotional and learning behaviours is at the heart of our approach.

Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ

(Duckworth and Seligman, 2005)

Sandy Hill Academy – Managing and Supporting Positive Behaviour Policy.

Aims and Objectives

We aim to ensure that discipline* teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our school are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children.

Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

Any response to a child's behaviour should be informed by the principle, 'What is the child learning from my response and how does this support them to behave well in the future?'

Trauma Informed Schools UK

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Sandy Hill Academy – Managing and Supporting Positive Behaviour Policy.

Key Relational Skills

We know there are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern3 1998).

**Discipline, derived from the Latin word, disciplina, which means instruction, and derives from the root 'discere' which means to learn.*

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- x **Affect Attunement:** the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child.

- x **Empathy - Validation and Mental State Talk:** the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable. It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour, "You are not my boss." "It must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want." It is not: distracting, judging, discounting, minimising or placating.

- x **Containment:** Structure, order and predictability
 - Consistency
 - Boundaries applied in a supportive, matter of fact, non-punitive way
 - Emotional containment of feelings too big for the child
 - Regulated and steady adult, in charge of their own feelings and emotions.

- x **Calming and Soothing:** The adult will support the child to regulate themselves.

Sandy Hill Academy – Managing and Supporting Positive Behaviour Policy.

At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour:

1. Making the child aware of the physiological clues of what is happening within their body and in their actions. Say what you see, labelling the emotion that you see.
2. Shine the light on the behaviour that was inappropriate E.g. “It’s okay to feel cross but it’s not okay to....”
3. Refocusing the behaviour. What can **we** do next time to support you to behave differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

It is important that **any consequences are developmentally appropriate** and are designed to **support children to learn** about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child’s view of themselves.

Sandy Hill Academy Rules

Our Academy Rules should be regularly discussed and encouraged. They are:

- 1. Show respect and good manners**
- 2. Follow instructions**
- 3. Care for everyone and everything**
- 4. Try our best**

These rules will be clearly displayed in each classroom and around the school.

At Sandy Hill Academy, there is a consistent approach to behaviour. All children are encouraged to be their ‘Personal Best’ by aiming to be stars.

The ‘STARS’ acronym supports the positive dispositions for learning; children are encouraged to be:

- ***S**elf-motivated
- ***T**hinkers
- ***A**spirational
- ***R**esilient
- ***S**upportive

To demonstrate these dispositions for learning, children are encouraged to refer to and reflect on the planets: ‘Healthy’, ‘Social’ and ‘Thinking’.

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Our agreements are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring in an age appropriate way what the expectations mean through a variety of ways e.g. stories, Circle Time, drama, photographs, dance, art, PSHE, TiS activities, including whole class TiS activities, whole school values etc.

Adults recognise their changing role from assertive to supportive care, developing pupil's insight and language of sensations and emotions building understanding of self within a community based on inclusion and acceptance.

What we do

In order to achieve the aforementioned, we will:

- * Explicitly teach the academy rules and why they are important (*communication*)
- * Provide opportunities for children to be active participants in their own learning and development (*behaviour for learning*)
- * Clearly state the boundaries of expected behaviour (*rules*)
- * Respond promptly, developmentally appropriately and consistently to children who test these boundaries (*expectations*)
- * Promote good behaviour in a positive way (*rewards*)
- * Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging (*inclusion*)
- * Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships (*partnership*)
- * Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action (*self-evaluation and school improvement*)

Our positive approaches to behaviour involve us noticing and rewarding good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement.

TiS, SCARF and the programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

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Special Celebrations, Roles and Responsibilities:

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, at lunch time encourages positive interactions and aspirations.

Assemblies and all class-based lessons provide high quality opportunities for praise linked to deeper learning.

Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise with a specific focus, linked to our virtue e.g. for demonstrating self-motivation.

We recognise the importance of positive comments, respectful interactions and role modelling for the children. The school expects all adults – staff, parents, visitors and the wider adult community – to model positive and respectful interactions with one another.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

Positive Handling

At Sandy Hill Academy, safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all.

Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that all stakeholders remain safe.

If Team Teach has been required, the staff member will log the incident and parents or carers will be informed.

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Rewards

| <u>Frequency</u> | <u>Behaviour</u> | <u>Implications</u> |
|---------------------------------------|---|--|
| Daily (anytime) | Keeping to Sandy Hill Rules Any praiseworthy behaviour | General Praise - verbal and written Dojos Peg moving up - Class Peg Reward System Praise phone call home |
| Weekly Rewards Assembly | Keeping to Sandy Hill Rules Any praiseworthy behaviour Very good behaviour, effort and/or achievement | General House Points Update Dojos (competitions, reading, X Tables, special events, awards from extra-curricular activities, etc.) Infant Star of the Week Certificates Junior Star of the Week |
| Half Termly and Termly House Assembly | Consistently very good or excellent behaviour, effort and/or achievement | General Effort Cups and School Cups Praise Postcards |
| Annual Prize - Giving Assembly | Exceptional and/or continuous very good behaviour, effort or achievement throughout the year | As above, plus Infant Infant Prizes (top pupils and most improved) Junior KS2 SATs Prizes (top pupils, most improved, Spirit of Sandy Hill etc.) |

Sandy Hill Academy – Managing and Supporting Positive Behaviour Policy.

Staff Responsibilities

All Staff

- a) Ensure that there are good routines (see above)
- b) Ensure that you are consistent, friendly and professional at all times
- c) Remain calm
- d) Aim to be positive at all times by seeking out and rewarding the good
- e) Regularly discuss the School Rules and why they are important
- f) Explain why certain behaviours are not acceptable using the TiS approach
- g) Be consistent about praise and rewards as well as when supporting positive behaviour
- h) Be aware of individual needs

Playtime and Lunchtime Staff

As above, plus

- a) Be active and engaged with the children
- b) Be aware of the main problem areas (places, times, individual children, etc)
- c) Be active in your supervision
- d) Aim to return the children to class in a calm and orderly manner so that they are ready to learn
- e) Allocate Dojo rewards/stickers

Classroom Staff

As above, plus

- a) Operate the Class Rewards System
- b) Support Playtime and Lunchtime Staff

Senior Leaders

As above, plus

- a) Monitor the patterns of recorded behaviour for their phase (EYFS, KS1, Lower Juniors, Upper Juniors)
- b) Identify the main problem areas (places, times, individual children, etc.)
- c) Discuss and agree changes in order to reduce the number or range of concerns - keep a record of the impact of any changes
- d) Support teachers in your phase when a parent meeting is required
- e) Support staff in the implementation of the policy
- f) Take prompt and decisive action to deal with areas for development

Sandy Hill Academy – Managing and Supporting Positive Behaviour Policy.

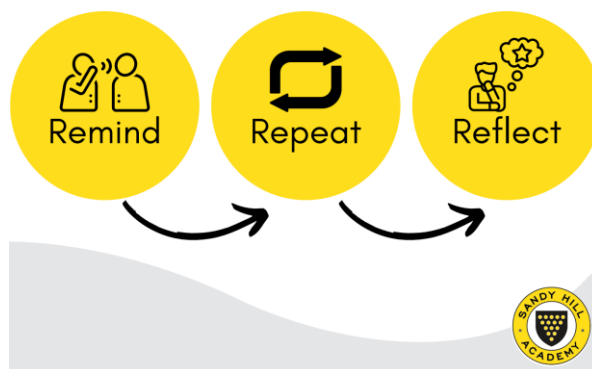
Restorative approaches

When an incident between children occurs, we need to try to:

- a) Give the child/ren time to calm down before speaking to them
- b) Listen to each child explaining what has happened including any witnesses if possible
- c) Ask anyone who has been at fault what should have happened and what they would do differently next time
- d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Consequences

We want children to be aware that for poor behaviour, there are consequences. For children at thinking and above, this will be in the form of reflection time with the adult who gave out the consequence. There will also be natural consequences of their action, for example using lunchtime or break to complete their work (following the school's consequence document).



Support and opportunities to change inappropriate choices are always given. To support this, we use the **remind, repeat, reflect** approach: firm on behaviour, gentle on the child. If the pupil shows no willingness to do so, then reflection time will follow a reminder and a repetition of that reminder. When an adult intervenes, the aim is to swiftly support the child in their choices to ensure as little disruption as possible. Reflection time can occur during a lesson, at break time or at lunchtime; this is used in an age appropriate manner and as a tool to discuss unexpected and expected behaviours. A member of staff may speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent.

Sandy Hill Academy – Managing and Supporting Positive Behaviour Policy.

The severe clause

In our behaviour plan, a severe clause is in place so the school and children know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external exclusion:

- Physical assault against pupil (including fighting, violent behaviour, wounding, obstruction and jostling)
- Physical assault against adult (includes violent behaviour, wounding, obstruction and jostling);
- Verbal abuse/threatening behaviour against pupil (includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon intimidation, carrying an offensive weapon).
- Verbal abuse/threatening behaviour against adult (includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon).
- Bullying (includes verbal, physical, homophobic bullying, racist bullying).
- Racist abuse (includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti).
- Sexual misconduct (includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti).
- Drug and alcohol related (includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse).
- Damage (includes damage to school or personal property belonging to any member of the school community, vandalism, arson, graffiti).
- Theft (includes stealing school property, stealing personal property (pupil or adult), stealing from local shops whilst on a school outing, selling and dealing in stolen property).
- Persistent disruptive behaviour (includes challenging behaviour, disobedience, persistent violation of school rules).

A decision to exclude a pupil should only be taken:

- In response to a serious breach or persistent breaches of Sandy Hill Academy's Behaviour Policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All of the above are sanctioned by Heads of School, the school's Strategic Lead and the Aspire

Inclusion team.

Sandy Hill Academy – Managing and Supporting Positive Behaviour Policy.

Inclusion

It is our aim to be a fully inclusive school. Permanent exclusion, off-site direction or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Sandy Hill Academy, we would expect to look for a suitable setting for that child rather than excluding them.

Mobile phones

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Sandy Hill Academy discourages pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone to school, the phone must be handed to the class teacher at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Sandy Hill Academy accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

Mobile phones must stay in a pupil's school bag at all times in the playground, with absolutely no access to phone once on school grounds. Where a pupil is found by a member of staff to be using a mobile phone in the playground, or inappropriately, the mobile phone will be confiscated from the pupil and handed to a member of the office staff.

The mobile phone will be stored by the school office. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and disciplinary action will be taken according to our managing and supporting positive behaviour policy. If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior teacher.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. We ask that parents should talk to their children about the appropriate use of text messages as they can often be used to bully pupils.

Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone.

Review

This policy is to be reviewed every two years by staff, governors, parents and pupils.

Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment. The emotional wellbeing of staff and pupils will be paramount, and efforts will be made to

Sandy Hill Academy – Managing and Supporting Positive Behaviour Policy.

promote a safe, positive and happy learning environment where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.

Behaviour Expectations

The Sandy Hill rules will be regularly discussed and encouraged in line with the new routines and expectations. Good behaviour will be promoted and rewarded with positive praise.

Children will be informed that for poor behaviour, there are consequences.

Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break. A member of staff may speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent. In addition, staff are aware for the need for ongoing dynamic risk assessments with the safety and well-being of all children and staff in mind.

Team Teach

Individual risk assessments will take place, identifying the risk, whether it's greater to be at home or at school, in some instances before the return to school. As always, if a child is in danger or is putting others in danger then our response needs to be reasonable, proportionate and necessary. Safeguarding is always the priority.

If a child becomes dysregulated and distressed, or is not responding well to reasonable adjustments and intervention, a pupil may need to be sent home in the interests of safety and well-being.

There is an expectation that children will adhere to the safety rules and protocols that build upon our usual policies. These protocols have been introduced and developed further to keep everyone safe in the school environment at this time.