



Sandbrook Community Primary School

Hartley Lane, Rochdale, OL11 2LR Tel: 01706 647 743

Head Teacher: Mrs K Charlton

Deputy Head: Miss F Hadfield Deputy Head: Mrs S Armitage

Positive Behaviour Policy



Created by: S. Armitage
Reviewed by: K. Charlton
Adopted by Governors: 21st March 2017
Review Date: March 2019

At Sandbrook we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can work together in a supportive way, we enable all, to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have 3 school rules that the children are expected to adhere to. (See appendix 1: Sandbrook school rules). Staff have high expectations for all children and do not ignore unacceptable behaviour. Being good role models and rewarding pupils, enables us to promote positive behaviour. (See appendix 2 Rewards and Sanctions).

This policy is designed to promote positive behaviour, which in turn promotes a readiness to learn, rather than merely deterring anti-social behaviour.

Good relationships between staff and pupils

Good pupil behaviour is based on good relationships between children and staff. Mutual respect is key. Staff get to know the children and model the sort of behaviour they are encouraging from the children. At Sandbrook we expect all staff to be warm, friendly and polite, and use their sense of humour when appropriate.

Good relationships between staff and parents

At Sandbrook we know that managing children's behaviour is more effective when staff and parents work together. Our Family Liaison officers provide additional support for families whose children are having difficulties with behaviour. The support takes many forms, and can include work with the child and/or with the parents. Staff invest time in to relationships with parents so that parents feel comfortable in school. Again, the relationships between staff and parents need to be based on mutual respect. This means that staff listen to parents' concerns and take appropriate action to address those concerns. Parents, equally behave respectfully to staff, even if the parent is upset. In extreme circumstances, the governors have the power to ban a parent from the school premises, who is displaying inappropriate or threatening behaviour.

High quality personal, social and spiritual education

Sandbrook provides high quality personal and social education, children understand the impact of negative behaviour on others, through the PHSE curriculum and weekly assemblies. Religious education provides further opportunities for the children to learn about 'right and wrong'. We teach children British Values through SMSC. At Sandbrook we feel that values won't be assumed because we as a school demand they are, particularly if they are very different from those at home. At Sandbrook we teach British Values through mutual exploration and understanding. This also promotes a climate of tolerance, which impacts upon positive behaviour.

Playtimes and lunchtimes

As the children are given less structure at playtimes and lunchtimes than in lesson times, good organisation and high quality supervision is essential. Lunch time supervisors and teaching assistants support and supervise the children at these times. The children are provided with equipment to play with and are taught how to use the equipment safely and interact positively with one another. 'Sports leaders' also support the lunch time period and model positive behaviour to their peers.

At the end of playtimes and lunchtimes, the children are collected by their class teacher and are taken into their classrooms. We ask that teachers and staff are always prompt, to avoid children lining up for unnecessary periods of time.

Roles and responsibilities in promoting positive behaviour

The Head Teacher will:

- Implement the school behaviour policy consistently throughout school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Report to governors, when requested, on the effectiveness of the policy and standards of behaviour in school
- Ensure the health, safety and welfare of all the children in the school
- Report to parents when necessary
- Aim to resolve issues with parents/carers in conjunction with the SLT/Unit Leaders/Family Liaison Officers

The Head teacher is the only member of staff who has the authority to exclude a child. There are three types of exclusion that the Headteacher will consider if she judges a child's misbehaviour to be serious enough:

1. Internal exclusion. This is when a child works in isolation, away from his/her peers. A member of staff will supervise the internal exclusion and work will be set by the class teacher. Parents will be informed if their child is internally excluded.
2. Fixed term exclusion. This is when a child is sent home for a fixed period of time. The Headteacher will inform parents in the event of a fixed term exclusion usually verbally by telephone and then by letter.
3. Permanent exclusion. This is when a child is no longer permitted to attend the school. In the event of a permanent exclusion, the Headteacher will meet with parents to explain the process in full.

The decision to permanently exclude a child will only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A member of the Senior Management Team will:

- always be on duty at lunchtime
- always attend bi-weekly meetings with the Inclusion Team
- supervise the internal exclusion of pupils in the deputies office
- Be available to discuss incidents/actions/consequences with parents/carers alongside a member of the Inclusion Team
- Support staff with advice and strategies to promote positive behaviours

All teaching staff will:

- Adopt a range of strategies to support positive behaviours for learning
- Provide a reflection space in their classroom (see appendix 3: Use of Reflective Space)
- Have strategies in place to support Wave 1 behaviour
- Provide quality first teaching which meets the needs of each individual child in the class
- Write individual behaviour plans (see appendix 4: Individual Behaviour Plans)
- Consult with Sandbrook SENCO to provide appropriate support for SEN children who present negative behaviours

- Record incidents of poor behavior on Sunshine and Clouds (EYFS) Tracker and/or STAR sheet KS1 and KS2 (see appendix 5: Tracker and STAR sheet)
- Record incidents of poor behavior potentially linked to safeguarding on CPOMs
- Supervise children from their class who have 3 strikes on the tracker.

All Staff will:

- give opportunities to develop interpersonal and social skills
- offer a curriculum that excites children and enables engagement.
- give the opportunity to work in groups and pairs.
- use staff 'scripts' consistently (see appendix 6:Staff Scripts)
- make sure that pupils listen, are listened to and value others
- help pupils to gain the ability to make choices about their behaviour
- help pupils to be confident about their learning and enjoy it
- help pupils understand about their rights and responsibilities as citizens in our society
- be a positive role model
- reward/praise positive behaviour
- ensure the pupils know and understand the school rules
- work alongside parents to improve a child's behavior
- work in partnership with the Inclusion Team to ensure all behavioural issues are dealt with consistently and fairly
- Record incidents of poor behavior on Sunshine and Clouds (EYFS) Tracker and/or STAR sheet KS1 and KS2 (see appendix 5: Tracker and STAR sheet)
- Record incidents of poor behavior potentially linked to safeguarding on CPOMs

The Inclusion team will:

- Provide a calm, quiet work area for reflection or nurture work – Tiny Turtles, Oasis and Reflection rooms
- Remove disruptive pupils from class, when deemed necessary. (Only HLTA to decide upon removal from class)
- Provide a constant presence around school and on the playground
- Communicate calmly and clearly with pupils, offering choices and ensuring consequences are carried out.
- Avoid confrontations and escalating situations.
- Use distraction and diffusion strategies where possible.
- Support teaching and learning by removing, or working alongside, disruptive/anti-social behaviour in the learning environment
- Provide bi-weekly reports to the Head Teacher/SLT on the number and details of incidents within school
- Always attend bi-weekly meetings with a member of SMT
- Support teaching staff with advice and strategies to promote positive behavior.
- Be available to discuss incidents/actions/consequences with parents/carers alongside a member of the SMT
- Record any incidents where positive handling/reasonable force was applied (See appendix 7 The Use of Reasonable Force)
- Keep records of all reported serious incidents of misbehavior and share with SLT

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work cooperatively
- Follow the school rules
- Resolve disputes positively
- Value and take responsibility for their environment
- When necessary carry out self-monitoring
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and families will:

- Support the school when reasonable sanctions to discipline a child have been used in accordance with the school behavior policy.
- Promote positive behaviour at home in order to have continuity between home and school
- Initially contact the class teacher if they feel their child's behaviour in or out of school is impacting on the child's emotional wellbeing. Further subsequent meetings may involve the Family Liaison Officers, Unit Leaders or a member of the SLT.
- Approach the school appropriately or follow the schools complaints procedure if they have a complaint relating to behaviour management

The Governing Body will:

- Support the school in the implementation of the behavior policy
- Review the effectiveness of the behavior policy

Monitoring and Evaluating

The effectiveness of this policy will be regularly monitored by the Headteacher, SLT and Inclusion team. The school will keep records of incidents of misbehaviour to inform decision making and for the planning of provision. The senior member of staff from the Reflection Room will keep bi-weekly and termly logs of behaviour, which will be monitored and discussed with SLT or at bi-weekly Inclusion meetings.

The Behaviour Response Process:

All staff are aware of the response process when dealing with challenging behaviour. The Response Process is as follows:

Wave:	Responsibility:	Action:
Wave 1	Class teacher	Behaviour management strategies in place e.g. individual or whole class visual timetables, alternative provision
Wave 2	Class teacher	Teacher responds to behaviour and uses the 'tracker' in class
Wave 3	Class teacher	Child has reached 3 strikes on tracker – child misses next playtime, or 15 mins from lunch time play.
Wave 4	Reflection room team	Come to de-escalate/re-integrate or remove child to reflection room.
Wave 5	Senior Reflection room staff	In extreme cases call upon the support of Deputies or Assistant head teachers (SLT)
Wave 6	Senior Reflection room staff and SLT	Child is at risk of a fixed term exclusion or an internal exclusion
Wave 7	Head teacher	Fixed term exclusion issued

(See appendix 8: Behaviour Response Process - example behaviours)

It is important that the Behaviour Response Process is followed and that staff communicate clearly at each stage to ensure that a consistent approach is being applied.

In the event of serious misbehaviour steps may be missed out in the Behaviour Response Process. However in all cases the underlying causes of the misbehaviour should be given due consideration.

Staff within the Reflection Room will have the time, resources and space to deescalate poor behaviour without other children being affected. Fostering pupil compliance and refocusing positive behaviour, will be the main aim of the inclusion staff.

Please note that the role of the Reflection Room team is to respond to challenging behaviour when the teacher has exhausted all other options. Daily classroom behaviour management must always be the responsibility of the class teacher.

Policy Review

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Sandbrook Community Primary School



School Rules

- Be kind to yourself and others
- Keep yourself and others safe
- Follow instructions the first time

Appendix 1:
School rules



Appendix 2: Rewards and Sanctions

Rewards

To reinforce good work/learning behaviour and attitudes we use

- Verbal praise
- Dojos which convert into house points or house points alone
- Weekly 'Star of the Week' certificates given out at Friday Star assembly
- Stickers
- Golden time
- Good behaviour tea parties
- Vicki Striker trophy for improved behaviour
- PE – class of the week certificate
- Prize boxes
- Golden Tickets
- Star of the day
- Praise pads
- Table points
- Marbles
- Raffle tickets

Sanctions

The 'Tracker' is used in class and children understand that they must pay back lost learning time.

- Warning request- make eye contact and use the child's name 'Robert, can you please....? If you choose to continue I will have to put a strike against your name on the tracker'
- Strike 1: 'Robert, I am putting a strike next to your name on the tracker because you are not following our school rules, (state the rule they are not following)'
- Strike 2: 'Robert, I am putting a second strike next to your name. If you continue to not follow the school rules you will miss your playtime or some of lunch time'
- Strike 3: 'Robert, you have now got three strikes next to your name for not following the school rules and you have lost your break time/15mins of lunch time'.

Language letters:

Language letters are given when children use foul or abusive language.

- Letter 1 is a warning to parents that their child has used foul or abusive language and that this will result in an internal exclusion if they choose to continue to use this language in school.
- Letter 2 is given to parents on the second occasion that foul or abusive language is used. It informs them that their child will be in internal exclusion the next day and that they need to drop them off and collect them from the main entrance, where they will be met by a senior teacher.

Internal exclusions:

When children display behaviour at Wave 6, Senior Reflection room staff in consultation with the Deputy Head, may make the decision to issue an Internal Exclusion for the child the next day. If this is the case the class teacher will contact the parents/carers to discuss the behaviour that has led to the Internal Exclusion and ask that they bring their child to the entrance at 8.45 the following day where they will be met by a senior member of staff. It is also requested that parent/carers collect their child at the end of the day from the main entrance.



Sandbrook Community Primary School

Hartley Lane, Rochdale, OL11 2LR

Tel: 01706 647 743

Head Teacher: Mrs K Charlton

Deputy Head: Miss F Hadfield

Deputy Head: Mrs S Armitage

Dear Parents/Carer of

I regret to inform you that your child has used foul or abusive language in school today.

At Sandbrook we set high standards for behaviour and expect all children to follow the school rules, set out in the behaviour policy.

This is unacceptable behaviour.

A repeat of this behaviour will result in an internal exclusion, where your child will be removed from the classroom.

At Sandbrook we want children to be happy, while learning in an environment of harmony and tolerance.

Thank you in advance of your support.

Yours faithfully

Mrs S Armitage

Deputy Headteacher



Sandbrook Community Primary School

Hartley Lane, Rochdale, OL11 2LR

Tel: 01706 647 743

Head Teacher: Mrs K Charlton

Deputy Head: Miss F Hadfield

Deputy Head: Mrs S Armitage

Dear Parents/Carer of

I regret to inform you that your child has used foul or abusive language in school again today.

At Sandbrook we set high standards for behaviour and expect all children to follow the school rules, set out in the behaviour policy.

This is unacceptable behaviour.

This behaviour has now resulted in an internal exclusion.

Please bring your child to the main entrance tomorrow at 8.45. Your child will spend the day with a senior leader and you can collect them from the main entrance at 3.15.

Thank you in advance of your support.

Yours faithfully

Mrs S Armitage

Deputy Headteacher



Sandbrook Community Primary School

Hartley Lane, Rochdale, OL11 2LR

Tel: 01706 647 743

Head Teacher: Mrs K Charlton

Deputy Head: Miss F Hadfield

Deputy Head: Mrs S Armitage

Dear Parents/Carer of

I regret to inform you that your child has used foul or abusive language in school again today.

At Sandbrook we set high standards for behaviour and expect all children to follow the school rules, set out in the behaviour policy.

This is unacceptable behaviour.

This behaviour has now resulted in an internal exclusion.

Please bring your child to the main entrance on Monday at 8.45. Your child will spend the day with a senior leader and you can collect them from the main entrance at 3.15.

Thank you in advance of your support.

Yours faithfully

Mrs S Armitage

Deputy Headteacher

Appendix 3: Use of Reflective Space

Every classroom must provide a Reflective Space it will provide a calm, low stimulation environment much needed in busy classrooms. Reflective Spaces can help where there is a demand on space and a wide range in the needs of our children.

OUR AIMS:

- Is that Reflective Spaces will be extremely helpful in supporting individual needs in a private way.
- The children will enjoy the spaces, view them positively and will frequently access the space.
- They are extremely flexible spaces and will always be well used as they can be so many different things to different children.

Uses

A Reflective Space provides a low stimulation area for pupils to calm down, or have quiet time in a hectic classroom. Pupils can use the Reflective space as a means of managing their own behaviour, by requesting time in it when they recognise their stress levels are rising. This can dramatically reduce the incidence of crisis situations. Reflective Spaces cut out many sensory impressions that otherwise overwhelm and arouse our pupils.

Being in a Reflective Space helps the child to relax, reduce their anxiety and promotes a feeling of safety.

Crisis management:

When a crisis situation occurs, the Reflective Space can reduce the extent and frequency of physical intervention and reduce the risk of injury to all. It can mean that relationships with staff members are less likely to be damaged by more restrictive practices.

A Reflective Space can facilitate a rapid response to incidents, and can remove the chaos and disruption involved in evacuating the classroom. The option to include the use of the Reflective Space can be included in children's Individual Behaviour Plans.

Therapy and sensory space:

Reflective Spaces could be used as one to one therapy spaces and as safe areas in which to enjoy sensory equipment. Time in Reflective Space could be offered as part of a reward system linked to children's Individual Behaviour Plans. You could provide sensory lighting (battery operated fairy lights) or soft cushions and blankets, in order to create a beautiful and safe, sensory environment.

Versatility

Reflective Spaces can be used for a number of purposes; it very much depends on the needs of the children. Some children will use them for child initiated time out which helps them to regulate their own behaviours, some for a sensory experience with resources added to meet needs, some as a calming space which can offer a private space if upset/cooling down and some as a space to undertake one to one work.

Appendix 4: Individual Behaviour Plans

In some cases, pupils may display challenging behaviour on a regular basis which may not be met purely by the positive behaviour system, which as part of our universal offer is designed to meet the needs of 95% of our school population. In these cases an Individual Behaviour Plan (IBP) would be written to ensure that the needs of the individual pupil are explicitly met within school. This may also coincide with the targets on class provision maps or Individual Education Plans (IEP).

The following eight steps would then be followed in order to develop an IBP:

Step 1 Establish a planning team

Step 2 Identify the target behaviour (s) which need to be modified

Step 3 Collect existing information

Step 4 Collect data on the target behaviour

Step 5 Conduct additional assessments

Step 6 Develop a hypothesis

Step 7 Develop an IBP to address the target behaviour

Step 8 Monitor and evaluate the plan regularly

Step 1: Establish a planning team:

The composition of the planning team will vary according to the needs of the pupil. The team will typically include the classroom teacher, pupil, parent/carer, SENCO, Reflection room staff, and /or support staff. It may also include outside agencies.

Step 2: Identify the target behaviour (s) which need to be modified

The team will begin by reviewing the background and status of the individual and then focusing on the behaviour(s) to be addressed. The behaviour(s) will be clearly and concisely defined. This will also involve developing a prioritised list so that the most severe behaviours are identified first. In most cases, behaviours involving safety concerns will be dealt with first.

Step 3: Collect existing information

Team members will collect existing information and data from files. It can also involve interviews with the pupil, parent/carer, or teachers. The team should also network with other staff members who have worked with the child. Through the discussions, the team can learn critical information regarding the behaviours in question and situational factors that may trigger the behaviour. Further information on what interventions have been tried and what has worked might be identified.

Step 4: Collect data on the target behaviour

The staff need to collect data, which include intensity, frequency, settings, triggering antecedents, environmental concerns, and consequences of the behaviour. The data can be collected by teachers, Reflection Room staff, support adults in various settings i.e. classroom, playground or dinner hall. Data on behaviour can be collected in a number of ways. The data must identify the frequency, intensity, and the context (the when, where and how) of the behaviour. Data must be collected prior to deciding upon an appropriate IBP. This data is known as baseline data. It is often effective to graph the data, and share the results with staff, pupils and parents. The planning team should identify what information is required, based on its preliminary discussions, to gain a more complete understanding of the behaviour and its possible functionality for the individual.

Step 5: Conduct additional assessments

In order to rule out other possibilities for the behaviour, it is sometimes necessary to conduct additional assessments. These assessments may include:

- Medical
- RANS
- Educational psychologist
- Speech and language therapist
- Physiotherapist/Occupational therapist

Other professionals may be required for additional assessments.

Step 6: Develop a hypothesis

Based on the data that has been collected, the team members need to develop a hypothesis (best guess) about the reasons for the behaviour. The hypothesis will be about the function or purpose of the behaviour and the type of strategy that is best used to correct it.

Step 7: Develop an IBP to address the target behaviour

The team will develop a written plan to address the target behaviour. The plan will contain the details and routines that are required for implementing the plan. It will also describe how the plan will be introduced to the pupil, who will be responsible for teaching the strategies, and how long the plan will be used. It will set out rewards and sanctions linked to the target behaviour. The IBP should be linked to sessions in the school day.

Step 8: Monitor and evaluate the plan regularly

This step involves developing strategies for monitoring the success of the plan and making changes where necessary. Data will continue to be collected and compared to the baseline data that was collected prior to the IBP being put in place.

If no change can be observed, then a new strategy or new hypothesis should be considered. If there is a significant improvement – how can the new behaviour be maintained?

Name of child: _____

Class: _____

Date: _____

Time: _____

S ituation	
T rigger	
A ction	
R esponse	

Appendix 6: Staff Scripts to Promote Positive Behaviour

- Show me.....
- Fantastic walking
- Kind hands
- Make good choices
- Stop, I don't like this
- TEAM – Together Everyone Achieves More
- How are you today?
- Lips zipped
- Sensible walking
- Beautiful manners
- Show me good team work
- Do you realise what you have just said?
- That language deeply offends me
- How do you think that makes _____ feel?
- What would be a good choice?
- Is this your best behaviour?
- How can we make this day better?