



# **SAUNCEY WOOD PRIMARY SCHOOL**

## **Behaviour for Achievement Policy**

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<b>Responsible Committee</b>	<b>Full Governing Body</b>
<b>Source</b>	<b>Behaviour in Schools 2022</b>
<b>Reviewed</b>	<b>October 2023</b>
<b>Ratified</b>	<b>19<sup>th</sup> October 2023</b>
<b>Next review date</b>	<b>October 2024</b>



## Contents

Introduction .....	3
Our School Expectations .....	3
Our aims, ethos and the ‘Sauncey Wood Way’ .....	4
The Role of Our Adults – WHEN THE ADULTS CHANGE EVERYTHING CHANGES .....	5
Positive Strategies to promote excellent behaviour for learning.....	6
Responding to inappropriate behaviour including bullying.....	7
Responding to disruptive and challenging behaviour .....	8
Teacher Responsibility and Support .....	9
Communicating with parents and carers.....	10
Lunchtimes.....	10
Record keeping .....	10
Exclusions.....	11
Use of ‘Reasonable Force’ .....	11
References .....	11
Appendix 1 – Governing Body Statement of Behaviour Principles.....	12
Appendix 2- Restorative Conversations.....	13
Appendix 3 - Think it Through Sheet.....	14



## Introduction

At Sauncey Wood, we know that good behaviour in our school is paramount to a good education. Our aim is to manage behaviour well so that a calm, safe and supportive environment is provided where children want to attend, where they can learn and thrive, and where they feel safe. We work hard in partnership with parents and carers to create a culture in which pupils and staff flourish in safety and dignity. Pupils are taught explicitly what good behaviour looks like and this is the expectation across the school; good, even better behaviour if we are going above and beyond.

This policy complies with section 89 of the Education and Inspections Act 2006 and was written with guidance from Behaviour in Schools 2022.

## Our School Expectations

We have 3 very clear and powerful school expectations that are underpinned by our school values. They are displayed throughout the school; the language is used by everyone and they help us all to understand how we behave at Sauncey Wood.

Our expectations are applied to different contexts and here are some examples:

### **RIGHT TO LEARN** – are you ready?

- Are you ready to listen?
- Are you ready to learn with the right equipment?
- Are you ready for PE with your kit?
- Are you ready for assembly to start?
- Are you allowing and supporting others to learn?

### **RIGHT TO RESPECT** – are you being respectful?

- Are we treating everyone with respect?
- Are we using kind words?
- Are we being polite and showing marvellous manners?
- Are we including everyone?
- Are we thinking about others?

### **RIGHT TO BE SAFE AND INCLUDED**– are we all safe?

- Are we thinking about how to be safe in the playground?
- Are we doing being positive role models and demonstrating marvellous manners?
- Have we tied our shoelaces?
- Are we managing our bodies?
- Do we tell an adult if we are unhappy?
- Do we help our friends to stay safe too?

We also:

- meet and greet at the classroom door with a smile because it makes children feel important, valued and that they belong;
- say goodbye at the end of the day in the playground to ensure that all children are safely dismissed;



- value and recognise behaviour that is over and above by telling the child, telling the parent, telling other staff, sharing positive moments on social media, displaying work, positivity wristbands, celebrating in assemblies and sending postcards home.

And to summarise our approach to behaviour over time:

- We don't shout
- We don't shush
- We don't nag
- We do listen (really listen) and find out what is happening so that we can support and enable our children to learn how to make the best choices for themselves and for others.

### Our aims, ethos and the 'Sauncey Wood Way'

We want our pupils to lead successful lives as adults, and do our best to enable them to achieve academic success ensuring they grow into self-aware and self-confident learners.

To meet this aim:

- we are proactive in promoting all children's achievement to the highest possible level;
- we find every opportunity to celebrate individual and group success;
- we work proactively to make adjustments to ensure that Sauncey Wood is an inclusive community where relationships are based on mutual respect, ensuring our children are taught how to contribute to wider society;
- our focus is always on learning, so behaviour which is disruptive to individual and group learning is addressed promptly, positively and rigorously with the aim of:
  - helping the child realise the impact of their actions;
  - recognise and manage their own behaviours in the future.
- we expect children to be punctual each day and have excellent attendance (apart from in exceptional circumstances where we sometimes work with families where there are complex medical needs);
- we teach our children how to keep themselves safe from harm; sexual abuse, sexual exploitation, extremism, and when using the internet and social media;
- we ensure our children are taught how to make healthy life choices.

The Sauncey Wood Way (summary)

- We listen to children and respond with sensitivity and empathy, treating children with respect at all times;



- we deal with inappropriate or anti-social behaviour in a way that involves the child considering the effects of their actions and support them to deal with the present situation, helping them think about how alternative responses in a similar situation;
- we share behaviour concerns with each other and offer support and advice, we rigorously record and analyse incidents, reflecting and recognising patterns of behaviour quickly, enabling an effective and timely response.

### The Role of Our Adults – WHEN THE ADULTS CHANGE EVERYTHING CHANGES

Our values for adults who work at Sauncey Wood, and our ethos, underpin all our actions; they inform the way we respond to our pupils, ensuring everything we do is about securing the best and broadest education possible for all our pupils. Everything we do involves ensuring positive behaviour for learning. We incorporate visible and audible consistencies and establish relentless routines, expecting, modelling and promoting the highest standard of behaviour, personal development and welfare from the entire Sauncey Wood community.

We focus on:

- behaviour throughout the school day – including the start and finish - you will see staff greeting children and parents each and every day;
- protecting our children from harm, enabling them to keep safe at all times, including when we are on trips outside of school and promoting our school values with other communities and establishments;
- ensuring positive behaviours during after school clubs and other enrichment activities;
- recognising positive behaviours when we move around the building between lessons, on our way to and from assemblies and when we go to lunch;
- how we communicate and interact with visitors – ensuring our values can be seen in our interactions and heard in our conversations;
- supporting our children to adopt the principles behind a Growth Mindset and Growing a Curious Mind to embrace challenges in all forms and recognise the value in doing so;
- positive relationships – valuing how well we truly know our children, what motivates them, what makes them tick and how to ensure that each of them can be successful and reach their full potential.

It is our day-to-day practice and expectations that give Sauncey Wood an ethos where children feel safe and secure and excel in their learning. We are supported to do this in a number of ways, including:



- the SMSC (Social, Moral, Spiritual, Cultural) context of our wider curriculum – ensuring our children are challenged to become curious and competent learners;
- whole school assemblies, the celebration of special festivals and events;
- embracing opportunities to learn from each other;
- staff commitment to challenging each other if we hear or observe interactions deemed inappropriate;
- establishing a stimulating and safe learning environment which allows for an exceptionally high standard of quality first teaching, to ensure that all children are engaged in their learning and want to succeed;
- regular conversations to support positive relationships, with regular feedback and specific praise to support pupils’ self-confidence and ensure they make the best progress;
- teaching Personal Development to a high standard both explicitly and discretely and across the curriculum;
- offering a wide range of extra-curricular activities;
- exploring ways to ensure effective differentiation for all pupils so learning is meaningful, and children are motivated;
- prioritising the development of communication, interaction and emotional regulation across all abilities and needs – valuing the voice of all our children.

### Positive Strategies to promote excellent behaviour for learning

Consistent and calm adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive. We believe in “First Attention for the Best Conduct”. This visible consistency can be seen in the following ways:

- acknowledging good behaviour on all occasions - public praise in the classroom and at celebration assemblies (or privately pending which is more appropriate for the individual);
- Recognition Boards in the classrooms ;
- positive phone calls homes – sharing positive news with carers;
- postcards home – sharing positive news with carers;
- Special Mentions;
- displaying children’s work in the classroom to celebrate their achievements;



- a whole class system to earn rewards- e.g. individual or team points for good work and behaviour, leading to half termly rewards for the winners- Housepoints.

Relentless routines ensure every child is talked to every day. Children come to expect it and feel valued and noticed. Our relentless routines include:

- conversations with every child every day;
- greeting each child warmly in the morning;
- saying goodbye every afternoon;
- scripted Interventions when behaviour is more challenging. Conversations which are fuelled with kindness, nurturing and calmness;
- use of positive language – telling the pupil what we want, not what we don't want;
- avoiding unnecessary battles;
- where possible and appropriate giving children control and choices – particularly when we know the child is affected by trauma and loss;
- no behaviour conversations during learning time;
- adults saying 'thank you...' before they say 'please...';
- restorative Follow-ups;
- shoulder to shoulder conversations – no physical domination;
- behaviour anchored in previous positive behaviour we've seen before;
- choices given – passing control to the children;
- saying 'thank you for listening'.

### Responding to inappropriate behaviour including bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Sauncey Wood has an Anti-Bullying Policy to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place; we are proactive about developing a culture of respect between staff and pupils which extends outside the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

If / when bullying is suspected, we create chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided. As a school we introduced the concept of 'Community Service' as a strategy to break habitual persistent negative behaviours and help teach children the pleasures of being proactively kind to others.

Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning, or in the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative or



specialised approaches. Teachers are encouraged to approach more experienced senior members of staff or SLT, for help to manage behaviour challenges.

### Responding to disruptive and challenging behaviour

If the behaviour becomes persistent:

- record keeping of nature, frequency and intensity of misbehaviour – regular review of behaviours;
- discussion with SLT, SENDCo;
- discussion with parents;
- target setting, or a form of monitoring to share between home and school.

For children whose behaviour continues to be disruptive, challenging or unsafe:

- for all children but particularly those who are additionally vulnerable, children experiencing emotional health and wellbeing issues, or who have SEN+D- as SEMH- social, emotional and mental health and /or ASD needs or who have experienced challenging circumstances at home such as LAC or Previously LAC children, we make every effort to understand their behaviours and individualise our response to them;
- we treat all children with care, concern and sensitivity. We acknowledge their right to privacy. We ensure that we address their needs, where necessary, through personalised planning and differentiation throughout the school day;
- additionally, we seek to understand their circumstances and involve their family and external agencies to ensure they are safe and that their emotional needs are being met;
- we allocate additional provision and resources to ensure they are able to learn in the school context and achieve success;
- recording of serious incidents or persistent poor behaviour is expected on CPOMS. These are acted upon by SLT;
- it is sometimes appropriate to create a written Individual Behaviour Plan which is agreed by staff, child, parents and includes desired outcomes, rewards/sanctions, an agreed period of time until review;
- referral to school-based staff, ie: Play therapy, music therapy;
- referral to an outside agency for help, ie: Behaviour Support Team, DSPL 7, Educational Psychology Service, CAMHs.





## Teacher Responsibility and Support

Should children continue to ignore the classroom rules and school expectations for learning behaviour, then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent boundaries and expectations. When children continue to be unable to follow these expectations then there can be a consequence to help support the children in being accountable for their actions, linking it to learning wherever possible. Equally if a child is able to turn their behaviour around then this is explicitly acknowledged.

The purpose of teaching accountability is to:

- help children learn that consequences follow actions;
- enable the child to take responsibility for what happened and to 'fix' the situation by a repairing task or action - to make it better / try again;
- show that a school, like our society, has rules and collective responsibilities.

A range of responses broadly follow our whole school approach, as follows:

- acknowledgement from the adult that the child is struggling, and some choices offered such as a 'sensory snack' to support the child to regulate their behaviour;
- anchoring a conversation in positive behaviours previously seen e.g. 'I know you can focus / care /are good at communicating (etc.) because I remember seeing you yesterday when you....';
- pupil value reminder and brief discussion about how the situation would look if we were to apply the value;
- if the challenging behaviour continues then the sanction would involve missing part of play to make up for lost learning in 'Learning Catch Up'. This is agreed and supervised by SLT;
- the pupil may also be moved within the classroom, occasionally it may be necessary for the pupil to work in another class within the year group or across a different phase for a short period time;
- private restorative conversations between the pupil and the member of staff to discuss together what has happened and talk through the consequences and how to make things better;
- with more extreme and persistent behaviour a Think it Through sheet (THITH) is necessary. It is expected that this is completed with an adult who is able to talk through the questions and make the process meaningful e.g. class teacher, phase leader or member of SLT;
- we always aim to inform parents at the end of the day; we consider this of paramount importance when supporting excellent behaviour for learning and our policy of working in partnership with parents.



## Communicating with parents and carers

Informing a parent when we are concerned about a child's behaviour or emotional wellbeing is essential, but the way in which it is done often influences the way in which it is received.

- Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning;
  - This then needs to be followed up with positive feedback when the behaviour has improved.
  - Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents.
- The next step is to organise a meeting with the family. The meeting should take place in school. A member of SLT should accompany the teacher in the meeting. There should be a written record of the meeting including notes of the discussion and actions.
- A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress. It is at that point that the SENCO be involved in relation to adding the meeting notes to the child's SEN+D running record, referrals to outside agencies or with a view to devising an Individual Behaviour Plan.

## Lunchtimes

The dining hall and playground are areas at lunchtime that require additional routines and consistent procedures.

- Midday Supervisors are responsible for the safety and behaviour of the children at lunchtime.
- It is expected that all Midday Supervisors follow this policy and raise issues at team meetings.
- If the behaviour of a child or a group of children causes concern, then it is the responsibility of the staff member to notify class teachers.
- Midday Supervisors will ensure they confirm with the class teacher if a child needs to attend 'Learning Catch up'.

## Record keeping

It is necessary to have a form of record keeping when a child is causing disruption to learning (self or others). This helps to track the frequency and intensity of misbehaviour and leads to analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour. (CPOMS)

- A set of THITH sheets in a child's handwriting is useful to keep the conversation grounded and more objective. It also helps the family to get an accurate view of the child in school and helps to take away 'personal' or 'emotive' comments about the child's behaviour.



- Communication with parents is key in building home-school cooperation and every effort will be made to ensure positive parental participation.
- It is expected that SLT will keep copies of all Think it Through sheets.
- Several times a term, as part of monitoring, an Inclusion meeting will take place in which SLT can share their analysis of behaviour across their year group. This information is collected cumulatively and analysed in depth, looking specifically at particular groups of pupils. The GB will then receive a report once a year detailing the analysis and the findings, in addition to any further refinements which need to be made to our provision.

## Exclusions

As an inclusive school, we will make every effort to avoid exclusion. However, very occasionally if there is a very serious incident occurs (such as violence or verbal abuse or out of control behaviour threatening the health and safety of others/damage to property) it can result in a fixed term exclusion.

- The exclusion can be 'internal' during which the child is expected to come to school and work away from their class and their usual routines for a fixed period of time. The parent will be informed in advance.
- The exclusion can also be 'external' in which the child is asked to remain at home for a fixed period. The school must provide work for the child and parent to do at home throughout the period of exclusion. The family will receive written notice of this. Sauncey Wood Primary School adheres to the exclusion procedures as provided by the Local Authority.

Unfounded malicious allegations made against staff will result in a fixed term exclusion.

Parents are always notified and expected to attend a meeting with a senior member of staff before the exclusion and as part of a re-integration meeting at the return from an exclusion.

## Use of 'Reasonable Force'

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves and/or others or damaging property, and to maintain good order and discipline. To ensure this step is only taken at the appropriate time, all staff are trained in 'Therapeutic Thinking'. We also have a number of staff who are trained in Principles of Restrictive Physical Intervention as outlined in our Restrictive Interventions policy.

## References

- When the Adult Changes Everything Changes, 2017.
- Behaviour in schools: A guide for headteachers and school staff, DfE 2022
- Therapeutic Thinking- Herts for Learning



## Appendix 1 – Governing Body Statement of Behaviour Principles

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Section 88(2) of the EIA requires governing bodies to:

- make, and from time-to-time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The Governing Body of Sauncey Wood Primary School has produced the following written statement of behaviour principles:

- All children, staff and visitors have the right to feel safe, valued and respected, and learn free from the disruption of others.
- Sauncey Wood Primary School is an inclusive school and all pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to pupils.
- Rewards, sanctions and reasonable force are known, understood and used consistently by staff, in line with the behaviour policy.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way to reward good behaviour around the school.
- The Behaviour for Achievement Policy and associated school rules are understood by pupils and staff.
- It is recognised that the use of rewards and sanctions must have regards to the individual situation and the individual child and the Headteacher is expected to use their discretion in their use. Sanctions however should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary.
- The Behaviour for Achievement Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Governors expect pupils and parents to cooperate to maintain an orderly and positive climate for learning.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.



## Appendix 2- Restorative Conversations

A restorative conversation is more than a process or set of questions. The behaviour of the adult lies at the heart of it. The meeting will be a daunting prospect for any child. The child is likely to be hyper vigilant. Small things matter. Your body language, your tone, inflection and attitude are all read carefully for signs of judgment and negative assumption. Offices are not idea spaces - it is much better to walk and talk or engage in a collaborative activity to take the pressure off the conversation. Ways to make a restorative conversation work

1. Don't sit behind a desk.
2. Focus on the outcome no matter how irritated you feel.
3. Don't rush the meeting - reserve enough time.
4. Resist the urge to take notes - this doesn't support the pupil to speak freely.
5. Have a glass of water ready.
6. Leave the door open.
7. Answer the questions yourself - with your own reflections.
8. Avoid judgmental language.
9. Resist interrupting.
10. Don't 'nit-pick' things like uniform.
11. End the meeting well.

Pick your restorative five. (for some children 2 may be enough).

Choose your restorative 5 from the selection below.

<ol style="list-style-type: none"><li>1. What happened?</li><li>2. What were you thinking at the time?</li><li>3. What have you thought since?</li><li>4. How did this make people feel?</li><li>5. Who has been affected?</li><li>6. How have they been affected?</li><li>7. What should we do to put things right?</li><li>8. How can we do things differently in the future?</li></ol>	<p>If pupils clam up;</p> <ol style="list-style-type: none"><li>1. Ok, imagine if there were...(people affected / a way of putting it right?).</li><li>2. 1 - 10 scales: 'on a scale of 1 - 10 how angry were you?'</li><li>3. Offer a postponement and some support if the pupil isn't ready: 'I can see that you aren't quite ready to talk. Do you need a minute or two?'</li></ol>
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### Appendix 3 - Think it Through Sheet

**'Punishment doesn't teach better behaviour, restorative conversations do'**

Pupil Name:	Date:
Year:	Adult:
Adult observation / understanding of incident/s:	
In your words can you describe what had happened?	
What were you thinking at the time?	
How did the other people / person feel?	
What could we do to put it right?	
What will we do differently next time? Adult reflection / Action? (Were parents contacted / teacher aware?)	
This THITH sheet has been logged on CPOMS for future reference: Yes / No	