



SAUNCEY WOOD PRIMARY SCHOOL



Head Teacher: Mr S Lloyd

Address: Pickford Hill, Harpenden, Herts AL5 5HL

Tel: 01582-621514 **Fax:** 01582-621485

Email: admin@saunceywood.herts.sch.uk

Behaviour for Achievement Parent Guide - please see school website for full policy

1. Introduction

All young people, staff and other members of our school community have the right to feel safe at all times whilst in school. High expectations and good quality teaching and learning promotes prosocial behaviour and excellent attitudes to learning across the school. All children have the right to learn, to respect and to feel safe and included (our 3 Rights) and to achieve their potential and all staff have the right to teach.

Sauncey Wood Primary School will promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those faiths and beliefs. It will actively challenge any member of the school community expressing opinions contrary to the fundamental British Values, including 'extremist' views.

At Sauncey Wood Primary School, we have the responsibility to operate an effective policy that encompasses preventative strategies which encourage and develop the children's ability to make prosocial behaviour choices. All staff need to have an understanding of what a child is trying to communicate to us through their behaviours.

2. 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 set an excellent example to pupils at all times;
- 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 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 co-operate 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.





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3. Aims

- To ensure there is a culture that values all pupils; allowing them to feel a sense of belonging where they can seek support for emotional and well-being support from the network around them;
- To improve educational outcomes for all pupils by promoting and supporting their engagement with education;
- To be proactive about promoting behaviour that enables all children to achieve their potential and develop socially, academically and personally within a positive and safe environment;
- For children to develop positive and pro-social behaviours through clear and high expectations, good role models and clear and consistent boundaries;
- To focus on a therapeutic approach to behaviour management underpinned by Hertfordshire STEPS (a behaviour programme owned by Hertfordshire County Council Integrated Services for Learning).
- To provide an inclusive setting that promotes equality of opportunity so that all children are helped to learn how to engage in pro-social behaviour;
- To ensure that pro-social behaviours are taught, encouraged and positively modelled;
- To understand and manage difficult or dangerous behaviours and to have an understanding of what these behaviours might be communicating;
- To ensure that all staff understand how to focus on de-escalation and preventative strategies [All staff are given STEP ON training which is refreshed annually]. All staff are expected to follow the therapeutic approach;
- To comply with the provision of the Equality Act of 2010 and ensure all children are given equal opportunity to develop socially and to learn from life experiences.

4. Behaviour Expectations

The 3 Rights

At Sauncey Wood Primary School, we have worked with the children to develop an understanding of pro-social behaviours underpinned by 'The 3 Rights':

- **The right to Learn**
- **The right to Respect**
- **The right to be Safe and feel Included.**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

We aim for Sauncey Wood to be a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future. We will adopt a zero-tolerance approach to bullying, racism and all other forms of discrimination by adults or pupils, and any such incidents will be dealt with promptly and firmly.





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5. Herts StepOn Philosophy

Hertfordshire Steps is a therapeutic approach to positive behaviour management. The Steps approach is based on the following principles:-

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration.

'Step On' – Step On is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

6. Promoting Pro-social Behaviour

- Relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society
- The absence of anti-social behaviour.

7. Responding to Behaviour

When we use a therapeutic approach;

- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- we model therapeutic practices with all children, adults in school and parents or visitors from outside
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive.

At Sauncey Wood we firmly believe that;

- Positive experiences create positive feelings.
- Positive feelings create positive behaviour.

We manage the development of internal discipline to gradually replace external discipline - using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.





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8. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE "Preventing and Tackling Bullying", July 2017)

Bullying is defined as dominance of one pupil by another or a group of others. It is pre-mediated and part of a pattern rather than an isolated incident. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SENCo/Inclusion Leader since further action e.g. counselling or referral to Social Services may be appropriate.

Bullying can happen to anyone. This policy covers all types of bullying including:-

- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs or Disability
- Bullying related to appearance or physical/mental health conditions
- Bullying related to gender, transphobic or sexual orientation
- Bullying related to adoption, children in care, young carers or otherwise related to home circumstances
- Cyber-bullying via text messages or the internet.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

9. Exclusions

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Leadership Team, in line with the Local Authority's 'Exclusion Guidelines'.

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically.

On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.





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10. Roles & Responsibilities

We recognise that working closely with parents is paramount to successful behaviour management. We work closely with parents to ensure that they understand the importance of Consistency, Accessibility, Responsiveness and Emotional Connections (CARE) in their parenting style that gives a child a firm foundation for pro-social behaviour. If a child is struggling with pro-social behaviour, then we expect the parents to work closely with and support the school's approach to behaviour management.

Please see the full policy for the specific roles the Governing Board, Senior Leadership and all other adults play in ensuring this policy is adhered to.

