



Sandbach Primary Academy

Behaviour Policy

Signed by:

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Principal

Date: 10/09/2024

Chair of governors

Date:

Last updated: 10th September 2024

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Statement of intent

Sandbach Primary Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to:

- Promoting positive behaviour built around the core school values: At Sandbach Primary Academy, **Nurture, Respect, Determination** and **Achieve**.
- Promoting positive behaviour built around the principles of the five British values: **respect, tolerance, democracy, individual liberties and the rule of law**.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect through established 'social norms' and a common culture across school.
- Ensuring equity and fair treatment for all.
- Promoting a culture of praise and encouragement in which all pupils can aspire and achieve.
- Challenging and disciplining unacceptable behaviour, thus creating a caring, safe and productive learning environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Swift intervention and support in any cases of child-on-child abuse, including verbal, physical or sexual nature.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention by communicating clear and consistent expectations. Conversations with parents/carers may then take place to ensure bespoke systems of behaviour management can be put in place and lead to improved, positive changes in behaviour.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures – putting an emphasis on 'choice', by explaining the consequences of choices to pupils, supports positive behavioural outcomes.

- Supporting transition times when children enter, move around, and leave school building, classrooms, and communal areas; we believe that monitoring and supporting transition times helps to maintain a calm environment and reduce disruptive or inappropriate behaviours.
- Providing a rich, stimulating curriculum to ensure that children are actively engaged in their learning, thereby reducing the risk of disruptive behaviours. This curriculum extends beyond the classroom, and all children have the opportunity to go on regular trips/experiences and are encouraged to take part in a wide range of after school clubs.
- Implementing proactive, preventative measures – staff recognise that positive mental health and wellbeing is directly linked to positive behaviours. Pupil interventions targeting emotionally vulnerable children in KS1 and KS2 successfully develop children’s emotional resilience and positive self-esteem. RAMPS (Reducing Anxiety Management Plans) are co-created with individual children who need additional strategies in place to support with emotional regulation and positive behaviour choices. We have a dedicated pastoral team, including the SENDCO, CCSO and ELSA. This is supported by the Aspire Educational Trust.
- A shared Trauma Informed approach where all staff follow PACE (Playfulness, Acceptance, Curiosity and Empathy). Staff are curious in their approach and proactive by recognising triggers and changes to a child’s behaviour quickly, in order to de-escalated and ensure the child is well regulated.
- Children experiencing a period of emotional upset or change receive regular ‘check-ins’ from their trusted adults. These conversations take place in a calm, quiet space and give children the opportunity to talk privately and candidly about their worries and concerns, thereby building their coping strategies in the wider school environment.
- Provision of ‘calm areas’ for children who need a calm, quiet space when they become heightened or emotionally overwhelmed.
- The school environment and routine aim to minimise potential flashpoints for negative behaviours and ensures children are in the right frame of mind to return to class and engage with their learning. For example: warnings are given 5 minutes before the end of breaks, allowing children to know it is coming to an end, minimizing the risk of anxiety building.

1. Key roles and responsibilities

- 1.1. The Principal has overall responsibility for the implementation of this policy and the procedure of Sandbach Primary Academy.
- 1.2. The Principal has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Local Authority Council has overall responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The Principal, supported by the Pastoral Team, will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, by implementing this policy and teaching positive behaviours for learning.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.

2. Definitions

2.1. For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Persistent vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

2.2. For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting out in class
- Talking when others are speaking
- Running around the classroom or school
- Using language in an unkind way, such as name calling
- failure to complete classwork in the given time
- Rudeness and disrespectful behaviour towards adults and peers
- Telling lies
- Not following classroom rules
- Graffiti and other damage to school property
- Using our body in an unkind way, such as pushing

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

3. Training of staff

3.1. At Sandbach Primary Academy, we recognise that early intervention can prevent unacceptable behaviour. As such, teachers and support staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

3.3. Staff will receive Trauma Informed training delivered by the Senior Mental Health Lead.

3.4. Teachers and support staff will receive regular and ongoing training as part of their development. All staff, including support staff, receive regular training on Positive Handling techniques. This ensures the safety of children and staff should aggressive behaviours escalate and physical intervention be deemed necessary by staff.

4. Pupil expectations

4.1. Pupils and parents/carers will be expected to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by the teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.

- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

4.2. The school will establish social normalities across all year groups to teach pupils how to behave sensibly, such as;

- Staff to meet and greet pupils on entry to school and entry to the classrooms to promote positive social interactions and to reduce the number of external issues being brought into the classroom. This ensures the children feel safe and have an opportunity to check in with an adult.
- Staff will provide activities for children to complete on entry to the classroom, focusing their attention and minimizing the opportunity for disruptive behaviours.
- Staff will use non-verbal cues, and phrases using WINE:

W	I wonder... If it is too noisy in here for you at the moment? If you would like to go for a walk outside? If it felt like no one understood what you were saying?
I	I imagine... That was very frightening That was very upsetting That was very scary if you That was very confusing That was horrible when that happened to you
N	I notice... How you seemed happy when you said your bother cares for you That you have pushed that away, shall we move it away for the moment? That you are starting to make loud noises with your mouth, shall we go somewhere quiet for a moment? You have a flushed face; shall we take your jumper off and get a drink?
E	Empathy... This is my drawing about what you have just said (show picture) Will you help me understand? (e.g. what it was like when your mum went to hospital?) I respect you for... (your courage/bravery etc)

- Lining up appropriately at the end of break or lunch time, verbal and visual reminders for children to be 'ready to learn', and walking quietly in one line when entering or leaving the classroom or school premises.
- Sitting appropriately on school chairs, carpets, hall floors, etc.
- Walking into assembly in silence; sitting and waiting in silence.
- Using our indoor voices and manners around school, in the dining room and in the corridors.
- Raising our hands when they wish to speak in class or assemblies, unless otherwise directed; staff to focus on the children who are complying with this by providing positive descriptive praise and,

where possible, ignore shouting out and refer back to the visual cues as reminders, to encourage positive behaviours from all.

- Modelling good behaviour to other pupils; staff will reinforce this by thanking pupils for positive behaviours e.g. 'Thank you for waiting until I asked you' or 'Thank you for getting on with the task straight away'.
- Working as a team and respecting others views, beliefs and faiths when engaging in tasks.

Due to the complex lives many of our children lead, and to individual learning needs, we deal with each child as an individual and decide upon sanctions and rewards accordingly.

5. Rewarding good behaviour

5.1. The school recognises that pupils should be rewarded for their display of good behaviour.

5.2. The school will use rewards for good behaviour, including but not limited to:

- Positive look/non-verbal communication and/or descriptive verbal praise
- Sharing work with the class
- Sharing work with another teacher or the Principal
- Stickers and certificates
- Dojos, working towards a whole class reward
- The child's work on display in the classroom
- Direct praise to parents/carers at the end of the day
- Awarding stars of the week and kindness awards in the weekly Celebration Assembly
- Individual class reward system

6. Unacceptable behaviour

6.1. Unacceptable behaviour will not be tolerated at the school.

6.2. Breaking any of the rules laid out in our Behaviour Policy will lead to sanctions and disciplinary action.

7. Sanctions

7.1. At Sandbach Primary Academy, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore it may be unintentional.

7.2. Teachers will use their judgement when issuing sanctions and discuss this verbally with the Pastoral Team, considering whether they believe the pupils behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

7.3. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

7.4. The school will follow the Staged System:

- Give the child a verbal warning. Explain the unacceptable behaviour that the child is displaying and remind the child about the behaviour that is expected using PACE and WINE sentence stems.
- If the behaviour continues, place the child on stage 1. The child's name moves into the sun. Staff always, verbalise to the child that there is a chance to turn things around and explain clearly what this would look like.
- If the undesirable behaviour continues, then place the child on stage 2. The child's name moves into the cloud. Children on a stage 2 should go immediately to the stage 2 room at break time/lunch time. The member of staff on duty will supervise them whilst they reflect on their behaviour and complete the 'Behaviour reflection' sheet or an age appropriate task for the younger infants, this could be graphic facilitation or writing a letter to the other person involved. This needs to be recorded on the stage sheet by the class teacher. This is an opportunity for staff to be curious and gather more information on what lead up to the behaviour and identify any triggers.

- If the behaviour persists, stage 3 is given to the child. The child's name moves into the storm cloud. Children placed on a stage 3 will be sent to the Principal/Pastoral Team. The period of time on Stage 3 will be based on when the child is well regulated and ready to return to class. They will continue their work independently. If a child receives a stage 3, then their parents will be informed. This will be done privately by the Principal/Pastoral Team and not passed on over the playground or in front of others. Time will be spent observing the child by the CCSO to identify possible triggers and support will be put into place to safeguard the child.
- Following this, stage 4 which requires the Principal/Pastoral Team's involvement. An exclusion or internal isolation will be decided by the Principal/Pastoral Team

7.5. If a child leaves the classroom then, where safe to do so, a member of staff will follow them and support will be requested from the Pastoral Team.

7.6. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must log this using the online CPOMs system, alerting all relevant adults including the Principal, the Safeguarding Lead and the Deputy Safeguarding Leads.

7.7. The Principal, the Safeguarding Lead and the Deputy Safeguarding Leads will monitor regular or repeated behaviours and action accordingly.

8. Outside of school and the wider community

8.1. Pupils at the school must agree to represent the school in a positive manner.

8.2. The guidance laid out in the Behaviour Policy applies both inside school; including at Breakfast Club and After School Club, and out in the wider community, particularly if the pupil is dressed in school uniform.

8.3. Complaints from members of the public about unacceptable behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

9. Monitoring and review

9.1. This policy will be reviewed by the Principal and Pastoral Team on an annual basis, who will make any necessary changes and communicate this to all members of staff.

9.2. This policy will be made available for inspection and review by the chief inspector, upon request.

Appendix 1

Sandbach Primary Academy

Warning- You will be asked to stop what you are doing.

Stage 1 - Your name moves inside the sun.

Stage 2 - Your name moves down to the cloud

You will miss your playtime in the stage 2 classroom, where you will complete reflection time with an Emotionally Available Adult.

Stage 3 - Your name moves down to the thundercloud.

You will leave the class and complete your work with Mrs Whiteway and spend time reflecting and discussing the reasons behind the behaviour.

Stage 4 - You will spend time with Mrs Caldwell, Mrs Whiteway or Ms Marshall-Clarke and your parents will be informed and a reflective meeting will be held.

If you commit a serious offence, for example hit another child or be rude to a member of staff, then you may go straight to STAGE 2, STAGE 3 or even STAGE 4.

Your parents may be contacted at any stage at the discretion of the Principal.

Appendix 3

Behaviour Reflection

Name: _____ Class: _____

In as much detail please explain WHY you are here?

WHAT EFFECTS could your behaviour have on your learning and the learning of others?

What will you do to CHANGE YOUR BEHAVIOUR and avoid Stage 2 in the future?

What would have helped you make a better decision?

Student Signature _____ Adult Signature _____

Date _____