



# Hoyland Springwood Primary School

## Personal Development, Behaviour & Wellbeing Policy

### Background

A new behaviour system was introduced into school in Autumn 2014. This has been successful in supporting positive behaviour in the school and the overall picture has shown significant improvement. The majority of pupils demonstrate excellent behaviours for learning and personal behaviours in their actions and interactions with others. However, there was a small group of children whose needs were not met fully by this system and as a result, a review of the behaviour system was undertaken. This policy reflects the outcome of the review and the implementation of the Thrive Approach within school.

### Our Vision

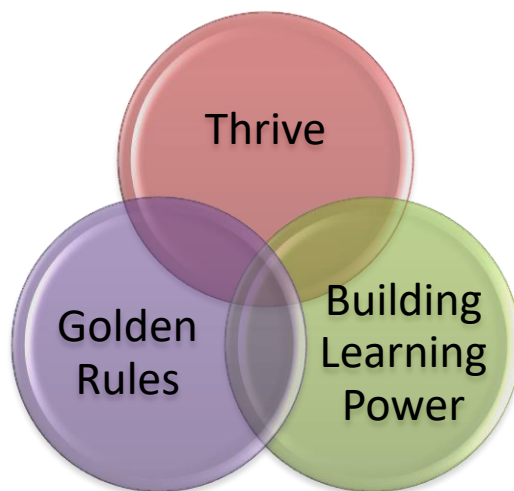
We have a strong commitment to giving all our children the best possible life chances and to enabling them to play a full and active role in the local, national and international communities to which they belong. An integral part of this is being able to act and to interact with others in an appropriate and considerate way. All members of our school community are expected to uphold the values of the school and to support this vision for our children. We are committed to working closely with parents and families to support the personal development and wellbeing of the children and their wider families. As a school, we recognise and value the fact that we are able to influence and support the behaviour and wellbeing of our children by helping them to exercise positive decision making and problem solving skills. It is intended that the impact of this will not only be seen during their time with us but also in their future lives as responsible citizens and positive role models for others.

### The Role of School Staff

All adults within school have a responsibility to uphold the school policies, procedures and to model the positive behaviours and interactions that we expect the children to demonstrate. In addition to this, certain staff within school have particular expertise and/or responsibility for specific aspects of personal development, wellbeing and behaviour. These are:

Name	Role	Specific Areas of Responsibility/Expertise
Mrs Katherine Clark	Headteacher	Safeguarding & Wellbeing Lead Thrive Practitioner
Mrs Rachel Parker	Deputy Headteacher	Behaviour & PSHCE Lead Thrive Practitioner
Miss Lynda Smith	Parent Support Adviser	Lead for working with parents and families Deputy Safeguarding Lead Thrive Practitioner
Miss Lindsey Waugh	Inclusion Leader	Supporting the behaviour of children with additional needs
Mrs Miranda Needham	FS2 Teacher	Thrive Practitioner

## Our Underpinning Principles



### Building Learning Power

Building Learning Power is an approach, based around seventeen learning muscles, which cultivates positive habits and attitudes in learners. These enable young people to face difficulty and uncertainty calmly, and confidently and to think about challenges in a creative manner.



The learning muscles are displayed in all classrooms and the terms are used with the children to develop a shared vocabulary that is used and understood by all staff and children to support the development of these behaviours. There is a focus Learning Muscle each week which becomes the basis for the 'Learning Hero' award for each class for the week.

## Golden Rules

We have five Golden Rules. These set out our expectations of behaviour for all members of our school community including children, staff, parents and families. The Golden Rules are:

- ❖ Be Safe
- ❖ Be Kind & Sensible
- ❖ Be Polite & Honest
- ❖ Try Your Best
- ❖ Respect Others & their Property

The Golden Rules are displayed in every classroom and in the School Hall. There is a focus Golden Rule each week which becomes the basis for the 'Smartie Pants' award for each class for the week.



## The Thrive Approach

Thrive is a systematic approach to identifying gaps in children's emotional and social development and a holistic way of 'filling' these gaps to improve the emotional wellbeing of the children. The Thrive Approach can make learning more accessible, effective and meaningful.

Thrive is based on six strands of development:

Strand	Usual Developmental Age
Being	0 - 6 months
Doing	6 – 18 months
Thinking	18 months to 3 years
Power & Identity	3 – 7 years
Skills & Structure	8 – 11 years
Interdependence	11-14 years

We are committed to embedding the approach in school to enhance the school's existing policy and practice. The Vital Relational Functions (VRFs) are a way of interacting with children and being in relationship with them. These help to develop the child's sense of self and to give them the structures and language to work through feelings and specific issues and to teach them the skills to self-regulate.

In school, Thrive approaches are used at whole school and class level to support the general wellbeing and development of all children as well as being used with small groups and targeted individual to address specific areas of need.

## **Rewards**

The basis of our rewards systems continues to be positive descriptive praise. We recognise that often a smile, a 'well done' or a positive phone call home can be hugely rewarding and motivating for children. In addition to this, children are rewarded in the following ways:

### ***Dojos***

We use Dojos to recognise children's achievements in all aspects of school life but particularly linked to positive learning behaviours and following the Golden Rules. Children gain Dojos for good work as well. As children gain Dojos, they receive awards with certificates and prizes.

- 150 Dojos – Bronze Award Certificate
- 300 Dojos – Silver Award Certificate and small prize e.g. pack of pencils
- 450 Dojos – Gold Award Certificate and choice of afternoon activity (at the end of the half term)
- 600 Dojos – Platinum Award Certificate and meal out with the Head & Deputy Head at the end of the year.

### ***Golden Time***

The children have 30 minutes Golden Time on a Friday afternoon as a reward for keeping the Golden Rules over the week. There will be a range of activities for the children to choose from which are led by staff. The activities are changed regularly as a result of feedback from Class Councils to the School Council. A small number of children who have identified needs, have Golden Time on a daily basis (a proportional amount) and then work on specific Thrive activities with an identified member of staff on a Friday afternoon.

### ***Always Children***

We recognise that there are some children who 'always' keep the Golden Rules and make positive behaviour choices and we feel that it is important that we acknowledge and reward this. Children who have kept the Golden Rules all half term will receive a certificate and an extended Golden Time at the end of the half term with a selection of special activities. Children who have kept the Golden Rules all term receive a special treat – this is usually a visit or an experience.

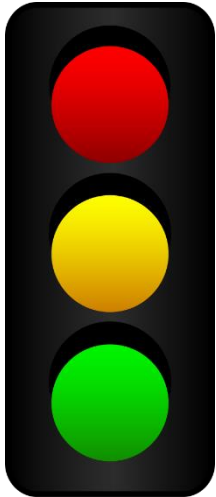
### ***Table of Honour***

We are keen to encourage the children to demonstrate good manners, to use their cutlery and enjoy chatting with their friends at lunchtime. Children who do this will receive raffle tickets and two children each half term are randomly selected to join the Table of Honour one lunchtime, with a friend. The table is specially decorated and the children are able to use the iPads or take part in another activity when they have finished their lunch.

### ***Smartie Pants & Learning Heroes***

We recognise our Smartie Pants children and Learning Heroes in our Celebration Assembly on a Friday. The Smartie Pants Award is to recognise a child who has done particularly well with keeping the Golden Rule of the week and the Learning Hero Award goes to a child who has demonstrated the focus learning behaviour particularly well. Parents are invited to our weekly Celebration Assembly to share in celebrating their child's success.

## Sanctions



There may be times where children make inappropriate choices about how to behave in school. We aim to support children to understand how situations could have been avoided and how they can avoid the same situations recurring. We use a Traffic Light system to make it easier to understand. All children have a photo and start each morning and afternoon with their photo off the traffic light. If they behave in a way that disrupts learning, they will be given a verbal warning. If the behaviour is repeated, their photo will be placed on the green traffic light. Repetition of disruptive behaviours would lead to the child moving to Amber and subsequently Red. For more serious incidents, the child would move straight to Red.

If the children move to Amber, they will miss 10 minutes of their playtime. Children who move to Red will miss a whole playtime and part of their Golden Time. If a child moves to Amber (5 times in a half term) or Red (3 times in a half term) or a combination of both (4 times in a half term), their parents will be contacted by letter and asked to come into school to discuss their behaviour with the class teacher.

An indication of the behaviours that would result in children moving onto, or up, the traffic lights are given below. The list is not exhaustive and staff will exercise their professional judgement.

Green	Amber	Red
<ul style="list-style-type: none"> <li>➤ Being rude</li> <li>➤ 'Silliness' or inappropriate behaviour</li> <li>➤ Talking when others are talking</li> <li>➤ Name calling</li> <li>➤ Inappropriate language</li> <li>➤ Not getting on with work</li> <li>➤ Disrupting others' learning</li> <li>➤ Shouting out in class</li> </ul>	<ul style="list-style-type: none"> <li>➤ If an adult has to speak to you while you are on the green light.</li> <li>➤ Caught speaking in an assembly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bullying</li> <li>➤ Fighting</li> <li>➤ Deliberately hurting another child</li> <li>➤ Putting others at risk</li> <li>➤ Deliberately damaging property</li> </ul>

The systems for rewards and sanctions work slightly differently for children in FS2 with the use of weather symbols rather than traffic lights and in-class timeout for a more immediate consequence rather than missed playtimes.

## **The Use of Thrive**

All classes have a designated session each week where teachers deliver a specific activity that focuses on an area of developmental need for their class. This is drawn from the Class Thrive Action Plan which is produced following a class Thrive assessment. The assessments and action plans are updated on a termly basis.

Where there are small groups of children who would benefit from a more in-depth approach, a small group assessment is carried out and an action plan developed. Some children require a more individualised approach and for these children an individual Thrive assessment is carried out by a Thrive Practitioner in conjunction with the class teacher and other staff who know the child well. The resulting action plan is delivered under the direction of the Thrive Practitioner and where appropriate an action plan is also produced with parents to provide additional support at home.

## **Therapeutic Offer**

To complement and supplement our whole school approaches, the school also has a therapeutic offer for children. This is flexible to meet the needs of the children although resource implications do have to be considered. The main strands of the offer are:

- ❖ 1:1 Art Therapy with Art Psychotherapist
- ❖ 1:1 or small group therapeutic counselling
- ❖ Small group wellbeing work

## **Personal Development**

As well as supporting specific needs, we are keen to ensure that all of our children gain a wide-range of life experiences which will enable them to explore the world around them and support them to discover hitherto unknown interests, skills and talents. This is based around the idea of '50 Things to Do Before You Leave Hoyland Springwood'. This includes activities and experiences such as: visiting the theatre, taking part in a residential experience, learning to swim, travelling on a train, visiting a shop, eating in a restaurant.

## **Supporting Families**

We know that strong families support the development of confident, engaged and well-rounded children. We see supporting families as an integral part of our role. Our Parent Support Adviser works closely with families and outside agencies to ensure that all needs are met as fully as possible in order to maximise the life chances of our children. Support is offered individually and in groups, as appropriate. Parents are signposted to other opportunities and support and, where necessary, support is brokered on behalf of parents. We recognise the importance of Early Help and are proactive in putting in place Early Help assessments, supported by robust Team Around the Family meetings. A range of adult learning opportunities are offered to support parents in developing their own skills and in working with their children at home to have a positive impact on learning. Where appropriate, parents are supported to undertake further training or to engage in employment opportunities.

## **Children with Significant Behavioural Needs**

Some children need more intensive support to manage their behaviours in school. These children are identified through regular monitoring of behaviour records and through staff knowledge and become the focus for targeted 1:1 support through the Thrive Approach. Where necessary, the school also engages support from the Behavioural Support Service, Educational Psychologist and other professionals. CAMHS referrals may be made where there are concerns about underlying causes.

The Behaviour Lead works closely with other staff to produce robust Individual Behaviour Plans for identified children in order to ensure that there is a clearly understood and consistent approach to supporting these children's behaviour. Where necessary, Handling Plans are also written to run alongside these. Parents are involved in writing and reviewing these. A significant number of staff within school are Team-Teach trained. Staff undertake renewal training at least every three years. Clear and accurate records are kept of when children are held.

In some circumstances, it may be felt necessary to exclude a child for a fixed period or on a permanent basis. Further information relating to the process can be found in the Exclusions Guidance. Best endeavours will be used by school staff to work in a preventative way so as to avoid exclusion. Consideration may be given to whether a temporary school move via the SWAPP protocol would be appropriate or whether a referral to the Fair Access Panel (FAP) would be supportive for the child.

## **Bullying**

The school has a robust Anti-Bullying Policy & procedure. Any concerns raised in respect of bullying are logged and thoroughly investigated. Feedback is provided to parents and children. Bullying in any form, including cyber – bullying, is not tolerated at Hoyland Springwood Primary School.

## **Notes**

This policy should be read in conjunction with the following policies:

- ❖ Personal, Social, Health & Citizenship Education
- ❖ Safeguarding
- ❖ Exclusions
- ❖ Anti-Bullying

**Policy Written:** March 2017. Reviewed and updated November 2017.

**This policy is to be reviewed November 2018**

**Approved by Governors:**

