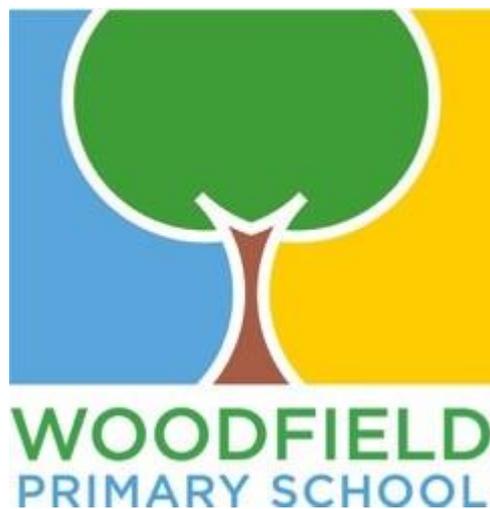


Woodfield Primary School



Behaviour and Inclusion Policy

Reviewed November 2017

Next Review Due November 2018

INCLUSIVE AND POSITIVE BEHAVIOUR POLICY WOODFIELD PRIMARY SCHOOL

Central to this policy are the Schools Mission Statement and Values:

Our Mission Statement:

At Woodfield Primary School, we strive to promote an inclusive, child centered approach to learning, where our core values of aspire, create, respect, explore and engage are at the centre of everything we do.

Access to inspiring and motivating learning experiences through first class teaching, ensures everyone is able to achieve their potential in all areas of school life.

Our commitment to social responsibility, honesty and caring for others promotes our aim to be an integral part of the wider community, which values and enriches whilst providing opportunities for all.

In summary, we nurture and support individuals to reach their potential whilst promoting wellbeing and celebrating the talents and achievements of all.

Our Values:

Aspire to be the best you can be.

Create and see the world through imaginative eyes.

Respect yourself and others.

Explore and enjoy the world around you.

Engage in the pursuit of ideas and happiness.

1. Rationale

- All behaviour is seen as communication.
- Shared **values** underpin practice in promoting positive behaviour and how we respond to the behaviour of pupils.
- We have a key role to play in providing our pupils with the **skills** required to participate safely, effectively and responsibly in an increasingly complex world.
- Our pupils' experiences and **behaviour in school cannot be disassociated** from all other aspects of their lives, including their families and community.
- We need to work in **partnership** with parents/carers, education services, social work, health, voluntary agencies and others.
- There is a **link between high quality learning and teaching** and reducing negative behaviours where there is an appropriate balance of challenge and support.

- Well-judged **praise** and recognition of achievement looks to focus on involving and valuing the strengths of individuals.
- There is no place for **discrimination** based on race, ethnic origin, religion, gender, sexual orientation, disability, social group or any other grounds.
- There needs to be a **positive relationship** with all members of the school community to develop a shared approach and involvement in decision making.
- High expectations of behaviour are **explicit** to all pupils and consistently modeled by adults
- Routine procedures for managing pupils in and around the school and within classrooms must be a **shared approach**.
- Consequences must be used appropriately and proportionately to the incident and take into account **individual circumstances and needs**.
- Intervention must be **planned and communicated** in order to support staff and pupils and establish the most appropriate strategy to promote positive behaviour.
- Children should understand the impact of their behaviour on themselves and others and be supported to **take responsibility** for, and to understand the consequences of their actions.

2. Aims of the Policy

The aims of this policy are to:

- Promote Woodfield's vision and values.
- Manage behaviour whilst building on children's capacity for self-regulation, resilience and confidence.
- Develop an active whole-school approach to positive behaviour that encourages high standards of behaviour in and out of school.
- Promote a safe, secure and organised working environment that is conducive to children settling to learn.
- Foster a school ethos that **respects diversity** and values the contributions of all.
- Involve pupils, parents and all staff in **collaboratively** implementing a clear policy of Positive and Inclusive Behaviour Management.

3. Policy into Practice

There are three strands within the Behaviour Policy:

- 3.1 Whole School Approach
- 3.2 Specific Classroom Approaches
- 3.3 Strategies to support individual pupils i.e .Behaviour Support Plans

3.1 Whole School Approach

In Woodfield all stakeholders are encouraged to share a common understanding of the aims of inclusive practices and positive behaviour management. The following approaches are used:

- **School's Code of Conduct** - Sharing these through assemblies, policies, jigsaw and PSHCE lessons and activities. (See appendix)

- **Restorative Practices** – Adopting a restorative approach to resolving conflicts in the class and playground. Teachers, support staff and pupils adopt this approach. Examples of key questions that could be used to support resolving conflict:
 1. What has happened?
 2. Who has been affected?
 3. I can see that you areupset, angry, anxious etc
 4. How can we make it right?
 5. How can I help you so that it doesn't happen again?
 6. If you feel this way again what is the safest way to respond?

Weekly Jigsaw lessons provide pupils with the time to reflect and think about appropriate ways to behave and resolve conflict.

- **Praise and Recognition** - Regular use of praise and recognition of achievements is used to foster the self-esteem of all pupils. This includes:
 - Celebration Assemblies and the Head teachers Awards.
 - Sharing school life with parents and a wider community wherever possible (assemblies, performances, open-afternoons and newsletters).
 - Class Enrichment Time provides activities for all the children to work towards and participate in.
- **Inclusive Language Used** - Aspects of the learner are not identified as the problem. The unacceptable behaviour will be identified and discussed rather than the pupil e.g. "I find throwing a book on the floor unacceptable because... ", rather than "You are very bad because...".
- **Inclusive Approach** - A model is adopted which pays attention to factors such as social expectations, or aspects of the education system or learning environment that could be changed to enable diverse learners to participate and learn. Care is taken to recognise the whole person and not just their negative behaviour. This means that different approaches may be needed to allow all children to have realistic success in behaving well.
- **Co-Regulation** – All staff have received training in Attachment and this includes the importance of co-regulation before self regulation. Adults will adopt this practice for individuals or groups who require specific behavioural support. TAC meetings are held to support effective inclusive practice of these children. Collaborative action planning will involve appropriate support agencies, the child, school, home and any other relevant stakeholders.
- **Care and Welfare and Pastoral Care** – The needs of the whole child are effectively supported so all children feel safe, respected, nurtured and included. A robust Pastoral Care System supports early diagnosis of social, emotional, behavioural or learning difficulties. Parents are involved at an early stage if there are concerns to enable working in partnership to effectively support pupils' needs.
- **Consequences** – All children are supported to recognise that their behaviour can have a negative impact on themselves, property or others. Children are supported to take responsibility for their actions and to take steps to put the situation right. For

more serious or recurring negative behaviour, restorative conversations may result in the child and adult agreeing an appropriate consequence. A child must be fully aware of the reason for the consequence and have the opportunity to earn back wherever appropriate.

- **Risk Assessments** – Behaviour Support Plans or Behaviour Risk Assessments are used to support children with social, emotional and behavioural difficulties.

3.2 Specific Classroom Approaches

Use of the following approaches are actively promoted:

- **Class Charter - Rights and Responsibilities** – Each class decides on specific expectations required for their class. A contract is drawn up with the class which the children sign to show a shared agreement. It is felt if children have input in creating this charter, they have ownership and are more likely to adhere to this contract.
- **Jigsaw/PSHCE Lessons** – A weekly time to discuss moral issues. This may be in response to specific needs in the class, current global issues, or the PSHCE curriculum which promotes all aspects.
- **Pupil Voice** – Class teachers regularly seek opportunities to gather pupil opinions on different academic and emotional issues and use this to collaboratively plan next steps in learning and teaching. This can be done through the use of Jigsaw lessons, the use of voting tubes or School Council.
- **Consistent Use of Praise** e.g. through verbal praise, Head Teachers Awards, post cards sent home, stickers and weekly class enrichment time.
- **Use of Personal Target Setting** to develop pupils' sense of responsibility for their actions, motivation and ownership of their learning. This can be both academic and socially related.
- **Shared Responsibility for Creating a Considerate Working Environment** – Teachers share responsibility for ensuring that classes work with a considerate noise level and positive working environment. Teachers ensure that their classrooms are well organised and that resources are accessible and clearly labelled. A variety of strategies for getting the children to stop and think in an area are established, for example raising a hand as a signal for children to stop and listen. Clapping simple rhythms is also commonly used throughout school particularly at playtimes and lunchtimes.
- **Moving Around School / Areas** – Children must be supported and encouraged to consider others when moving around school. Staff must ensure that all children are expected to line up and walk around school quietly and in single file. Children who find transitions difficult must be supported by their key adult/team to enable them to settle to learn as quickly as possible.
- **Discuss Behavioural Incidents** or recurring behaviour problems with a member of the Inclusion Team to enable school and home to work together to promote positive behaviour.

3. Procedures for Dealing with Specific Issues

Involvement of Senior Leadership Team

More serious incidents of anti-social behaviour will be reported to SLT. These include:

- Multi-cultural and anti-racist issues.

- Incidents of bullying (See Anti-Bullying Policy).
- Physical aggression towards another person.
- Stealing.
- Damage to property.

The Leadership Team will ensure that these incidents are dealt with in an appropriate manner.

The Senior Leadership Team record all more serious or recurring negative behaviour incidents on CPOMS. This enables patterns in pupils' behaviour to be identified and parents or other external support involved where appropriate. Parents will be notified of all serious behavioural incidents or recurring behaviour problems to enable school and home to work together to promote positive behaviour.

Concerns regarding a child's behaviour or learning will be discussed at pastoral care meetings and appropriate action agreed whether this is to put in specific behaviour support systems, involve parents or refer to external agencies.

Playtime / Support Staff

To ensure a supportive, joined up approach, support staff should discuss any moderate negative behaviour with class teachers and serious negative behaviour that is exhibited at break times with a member of SLT.

Children who find transitions difficult will be brought into school separately according to their behaviour plan. KS1 children will be allowed in to use the toilets at break-time.

KS2 children will be able to go to the toilet at the start or the end of playtime

Lunchtime supervisors will have raffle tickets which they can award to children for positive behaviours. Raffle tickets are then put into a prize draw which takes place at the end of every week.

Lunchtime supervisors choose a 'Top Table' at the end of every week for exemplary behavior and manners during lunchtime.

Unfinished Work

Children will be supported to stay on-task through a variety of methods including active learning strategies, visual timetables, setting personal targets, or moving to a quieter area to work. If a child is still not completing tasks despite being given support, and attitude rather than other barriers to learning are evaluated to be the cause, work will be completed at play times and lunchtimes. If an agreement is made with parents/carers work may be sent home.

4. Progressive Approach

Staff should use their knowledge of pupils when determining the approach to take. Whenever possible this should be progressive and create opportunities for pupils to make better choices, earn back time or privileges. Whatever the chosen consequence, it should always be made explicit to pupils so that they have an understanding of why the chosen action has been taken.

The following are some of the strategies and consequences that can be used to support pupils in modifying their behaviour and making better choices:

- Verbal reminder of expectation and clarify unacceptable behaviour. This should include a reference to the behaviour you would like to see,
- Moved seat within the classroom so that they are nearer the teacher
- Loss of playtime/lunchtime to make up for lost learning time. This should be supervised by the class teacher wherever possible.
- Withdrawal from a low level privilege e.g. football at lunchtime, monitor role.
- Contact home by DHT/HT or a member of the Inclusion Team under their direction.
- Withdrawal from a particular activity or higher level privilege e.g. football match, class treat.
- Individual Behaviour Plan drawn up with staff, parents and pupils involved.
- Regular Review Meetings with DHT/HT, parents, staff and child.
- Exclusion Procedures.

5. Roles and Responsibilities

All staff, pupils and parents have a responsibility to ensure they support the schools Inclusive Behaviour Policy.

Pupils

- To treat others as you would like to be treated themselves.
- To keep themselves and others safe.
- To keep the class, school and playground rules.
- To stay calm and make the right choices when things are difficult.
- To use the supports of the lunchtime supervisors and staff in order to resolve things themselves.
- To make sure everyone is included

Parents/carers

- To be aware of and support the school's values and expectations.
- To ensure that pupils come to school regularly , on time for the school day.
- To take an active and supportive interest in their child's work and progress.
- To respect, model and support the aims and values of the school.

Teaching Staff

The 2012 Teaching Standards set out the following expectations which will be monitored regularly.

A teacher must:

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Manage behaviour effectively to ensure a good and safe learning environment

- To work together to create a warm, safe and caring environment with high expectations for behaviour and learning.
- To have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school's behaviour policy
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- To recognise that all behaviour is communication.
- To promote the use of attachment aware strategies to support their most vulnerable pupils.
- To ensure that all children are supported and encouraged to make at least good progress and therefore achieve their potential.
- To manage minor to moderate level behaviour in their class.
- To share concerns in pastoral care/behavioural needs of children with SLT/Inclusion team.
- To work collaboratively with SLT/ Inclusion Team and Support Staff to ensure a consistent approach.
- To implement the use of individual support plans.

Senior Leadership Team

- To facilitate appropriate training in behaviour support for all staff
- To involve all relevant stakeholders in upholding the policy
- To monitor behaviour and involve parents where necessary
- To monitor the behaviour policy implementation
- To support the inclusion team in being advocates for children with attachment needs.
- To ensure supervision is provided on a regular basis for those working with children who have experienced loss and trauma.

Support Staff

- To help keep the children safe, happy, secure and developing healthily

- To promote positive behaviour for all pupils and support pupils in making the right choices.
- To promote and use restorative practices.
- To co regulate children using the languages of emotional literacy.
- To support individual pupils within their role as the key adult.

Inclusion Team

- To lead and support staff in being effective key adults providing 'time out' for adults when appropriate
- To advocate for pupils with attachment needs and promote the use of attachment aware strategies.
- To support staff in using and developing strategies to promote and encourage good behaviour.
- To liaise with parents/carers to discuss children's behaviour needs, drawing up behaviour support plans when necessary.
- To monitor and evaluate individual behaviour support plans.
- To facilitate daily nurture group sessions for identified pupils with social , emotional and mental health needs.
- To facilitate supervision for Key Adults or those who are in regular contact with children who have experienced loss and trauma.
- To facilitate Team Around the Child Meetings so that effective strategies and support is provided for pupils who have behaviour support plans.

Key Adult

- To implement individual behaviour plans
- To understand that all behaviour is a communication.
- To show empathy and attunement to the pupils they work with and support.
- To be an active presence and facilitate relational proximity.
- To support the class teacher in adapting the environment to meet the needs of the child.
- To identify triggers and co regulate pupils through the use of sensory breaks.
- To work with the class teacher to implement strategies to enable pupils to engage fully in their learning.

Governors

- To oversee and approve the Behaviour and Inclusion Policy

- To ensure that the Behaviour and Inclusion Policy is regularly reviewed and updated.
- To ensure that that Behaviour and Inclusion policy supports the ' Attachment Lead' status of the school.
- To discuss any behaviour issues through the Safeguarding Committee.

6. Fixed Term and Permanent Exclusions

Exclusion is seen as a last resort when all other attempts to modify behaviour have failed.

Exclusion serves several purposes , including:

- To maintain a high standard of behaviour in school
- To ensure the safety and well being of all staff and children.Under exceptional circumstances , the headteacher/ deputy may issue a fixed term or permanent exclusion.

If a child is excluded the head/ deputy will inform the parent/ carer immediately, giving reasons for exclusion. parents will be informed that they can appeal against the decision to the governing body. the headteacher will follow the LA guidelines and would inform the LA.

After the exclusion a, reintegration meeting will take place with the pupil and parent/ carer where a reintegration plan is agreed.

Appendix 2

Sections from the positive Handling policy

Screening pupils

Schools can impose a requirement that pupils have to undergo screening through a walk through or hand held device, even if they do not suspect them of having a weapon.

Any member of the staff can screen and pupil consent is not required.It is not anticipated that our school will have a screening devise at the moment.

Searching pupils

- School staff can search a pupil for any banned item if the pupil agrees.Banned items include mobile phones, equipment and toys brought from home (unless authorised by the class teacher e.g. As part of a display/ show and tell activity.)
- Headteachers and authorised staff can search a pupil for possessions without consent where they have reason to suspect the pupil has knives or weapons, alcohol, illegal drugs or stolen items.
- Staff can siege any banned or prohibited item found or which they consider detrimental to school discipline.

Using reasonable force or other physical contact (detail in positive handling policy)

- Reasonable force is used to prevent pupils hurting themselves or others, from damaging property or for causing a disorder.

- All members of school staff or any any person the headteacher has temporarily put in charge of pupils, have the legal power to use reasonable force. Some school staff have had recent and up to date training.
- Reasonable force can be used to
 - Remove a disruptive pupil from a classroom where they have refused to follow an instruction or do so.
 - Prevent behaviour that would disrupt a school event, trip or visit.
 - Prevent a pupil from leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others.
 - Prevent a child attacking a member of staff , another pupil or stop a fight in the playground
 - Restrain a pupil at risk of harming themselves through physical outbursts.
- Reasonable adjustments will be made for disabled or SE. Pupils.
- It is unlawful to use force as punishment.

Please read this policy alongside the Home School Agreement