



Behaviour Policy

2023-2024

Written by: Lucy Potts

Behaviour policy

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When reading this policy, please note the Headteacher's decision is final, alongside any staff member with delegated responsibilities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

In line with the Equality Act 2010, at Woodlands Primary School we make reasonable adjustments depending on the individual needs of the child. We work hard to ensure that we are not disadvantaging any pupils when applying this policy and we are confident that we have zero tolerance towards disability discrimination. Woodlands Primary School recognises and promotes positive behaviour choices as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to nurture and develop appropriate behaviours with the aim to displace disruptive behaviours. Wherever possible, the focus will be on responding to positive choices rather than negative choices.

At the forefront of our minds is the individuality of each of our pupils and their specific circumstances and needs. We pride ourselves in really getting to know each child and we forge meaningful and purposeful relationships with each pupil and their families. This, in turn, means staff can make informed decisions when managing behaviour of individuals.

We work on a 'rights-based' approach with all children.

1. Our Values

We are passionate about helping our children to become confident, resourceful, resilient, tolerant and well-educated members of our society. We want every child to attend school regularly in order to benefit from the excellent learning environment and passionate teachers. We recognise that some of our children need extra support to achieve their potential and we are committed to making sure that that is in place.

At Woodlands, our pupils:

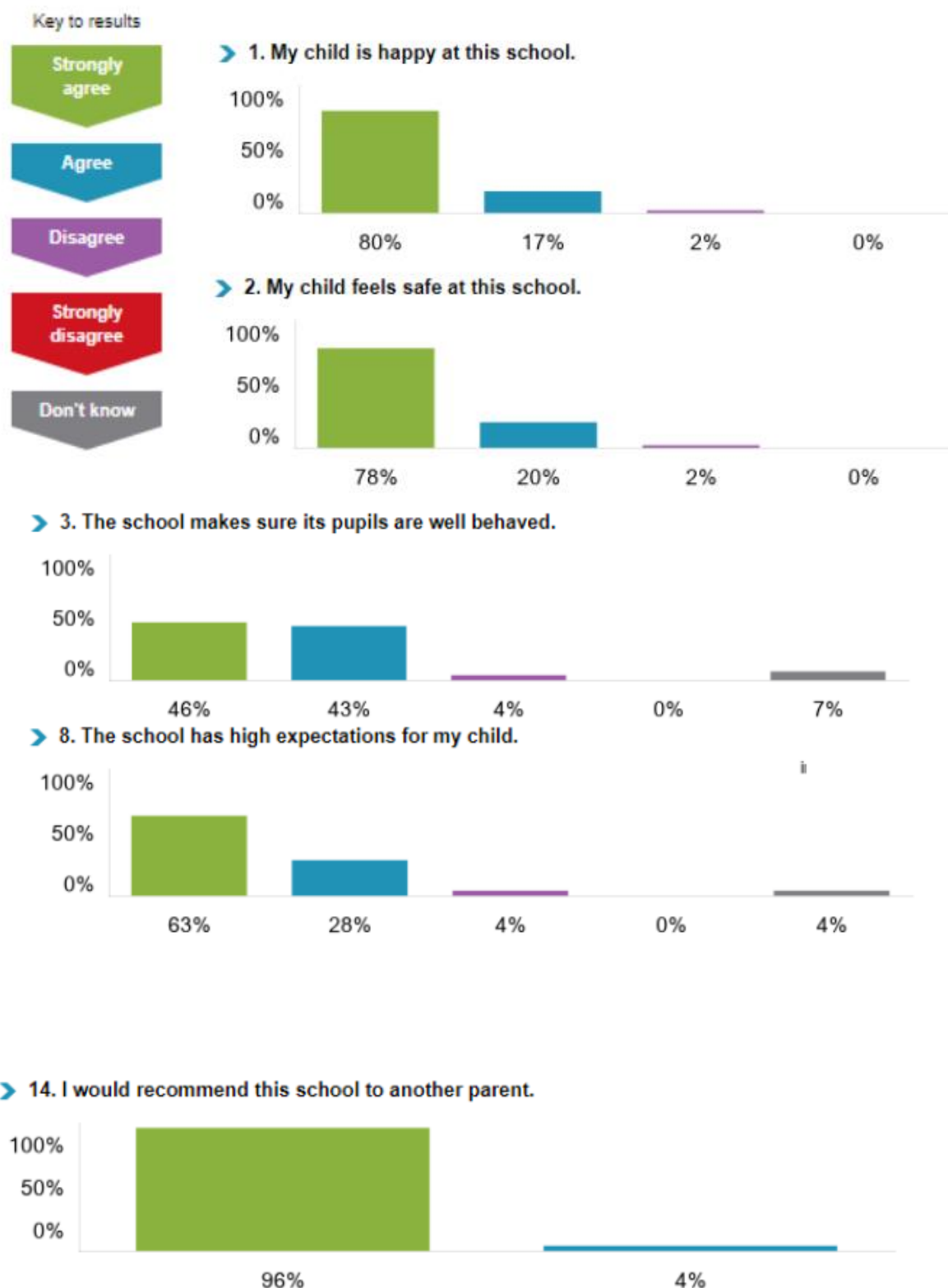
- Understand hard work leads to success;
- Show impeccable behaviour;
- Are leaders who take responsibility for their learning and actions;
- Display respect, kindness and gratitude as standard;
- Are committed to the school's values;

This means that they are impeccably behaved, inclusive citizens.



2. Parent voice

During our most recent Ofsted inspection (February 2022), parents were encouraged to complete 'Parent Views' regarding school via an online questionnaire. Some of the results are shown below;



3. Structure of Staff

When behavioural incidents escalate beyond being dealt with by a class teacher, there are a team of staff in place to support staff and children.

Behavioural Support Team



Joanna Blow
Behaviour Lead



Abby-Jo Stacey
Deputy Safeguarding Lead



Hannah Morgan
SENDCO



Maya Shaw
Nurture, Therapy & Early Help
Lead

Senior Leadership Team



Lauren Johnstone
Headteacher



Katie Hall
Deputy Headteacher



Wendy Scott
Designated Safeguarding Lead



Sarah Bustamante
Assistant Headteacher

4. A Culture of Gratitude, Appreciation and High Expectations

The Woodlands vision is for every child attending the school to...



-  ...feel safe and happy, and enjoy attending school
-  ...become kind, hard-working, tolerant, resilient, responsible and ambitious citizens
-  ...secure strong progress and attainment across the core and wider curriculum
-  ...have the best foundations (academically, personally and socially) to seamlessly transition onto the next phase of their education and the rest of their life



Every Woodlands child is made to feel like they are remarkable, capable and bound for greatness. Teachers show pride in the children when they are learning and show gratitude and appreciation. Teachers show the children that they enjoy teaching them.

At Woodlands, children are taught about gratitude and how it can change their outlook on life. Our aim is to create a culture of thoughtfulness where children and adults are looking out for each other at every part of the day.

Nothing but the best is expected at Woodlands. Excuses are not accepted. Aspirations are high. Children are taught to accept nothing but the best for themselves so that they can become impeccably behaved inclusive citizens with the brightest of futures.

All children at Woodlands are loved by the staff and provided with everything they need to succeed. Relationships are imperative; between children, adults and families. Trust and respect are expected to and from all involved.

Our behaviour policy is written to support this ethos; celebrating success and providing appropriate consequences and life lessons for those who choose to make the wrong choices.

5. The Woodlands Way

At Woodlands, our classrooms are places in which:

- Strong, respectful relationships are forged between children and staff
- Staff effectively manage the space to ensure best outcomes for all
- The environment is calm in which everyone can learn
- Everyone is safe
- Everyone is treated with dignity

At Woodlands Primary School we follow, 'The Woodlands Way.'

These rules promote a whole school approach to maintaining high standards of behaviour that reflect the values of school and good relationships, so that people can work together with the common purpose of helping everyone to learn.

'The Woodlands Way' is as follows:

- I am respectful to myself and others;
- I make good choices;
- I use kind words and ask for help when I need;
- I work hard with my learning.

We treat all children fairly and apply this behaviour policy in a consistent way.

6. STARS at Woodlands

S T A R S is a set of expectations used in classrooms or shared learning spaces at Woodlands that makes behavioural expectations clear to everyone. When these are achieved by the children, they are praised and rewarded by ClassDojo.

S – Sit up

T – Tracking the teacher

A – Answer questions in full sentences

R – Remain in your seat

S – Speak when prompted



7. Talk rules

At Woodlands, we acknowledge the importance of giving the children the opportunity to use talk to learn collaboratively. We model and maintain the following structure;

Key stage 1:



Key stage 2:



8. Listening ladders

Alongside Talk Rules, we explicitly teach and consistently model our listening expectations as follows;

Summarising the speaker's ideas
Asking questions that dig deeper
Asking questions to clarify understanding
Reacting and refocusing
Offering nods or short words of encouragement
Giving eye contact to the speaker
Being calm and still
Giving 100% of their focus to the person speaking

9. Transitions

At Woodlands, we acknowledge the importance of transitions during a school day. And we acknowledge how many we complete – between places, between lessons, between tasks. We understand that the effective teaching of behavioural expectations during transitions is key to maintaining a focus on learning.

Point to point

Staff identify a point (*E.g. To the door*), staff control the movement – it is slow and staff monitor and praise, staff REPEAT and MAINTAIN.

End of lesson

Staff teach the children to follow the steps with a simple signal – stand up, tuck in chair, move to the line (register order) silently, staff to repeat and maintain.

Threshold to do now expectations

At Woodlands, staff are to ensure they are emotionally and visibly available to our school community by standing at the classroom door.

Staff greet the children.

Staff model expectation to the children (belongings away), S T A R S and children to begin 'do now' task.

At Woodlands, we understand the importance of being able to 'check in' with every child first thing in the morning and set clear expectations of learning attitude.

10. Relationships

At Woodlands, we recognise that positive behaviour management is entirely underpinned by the relationships that staff create with children. It is imperative that our staff know the individual circumstances, triggers and motivators of each child that they work with.

We aim for each member of staff to create key attachment relationships with the children they work with.

11. Preventative action

The relationships as referenced in (7.) inform staff of how to preventatively manage behaviour. At Woodlands, we use our knowledge about each individual child to inform behavioural management techniques preventatively; rather than waiting for crisis and responding, we pre-empt triggers and use strategies to support emotional regulation and buffer crisis. We use social stories, communication in print and our behaviour curriculum to support this.

12. Behaviour as communication

At Woodlands, every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs.

At Woodlands, we believe that all behaviour is communication.

All children will be offered compassion and co-operative learning with emotional regulation from a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

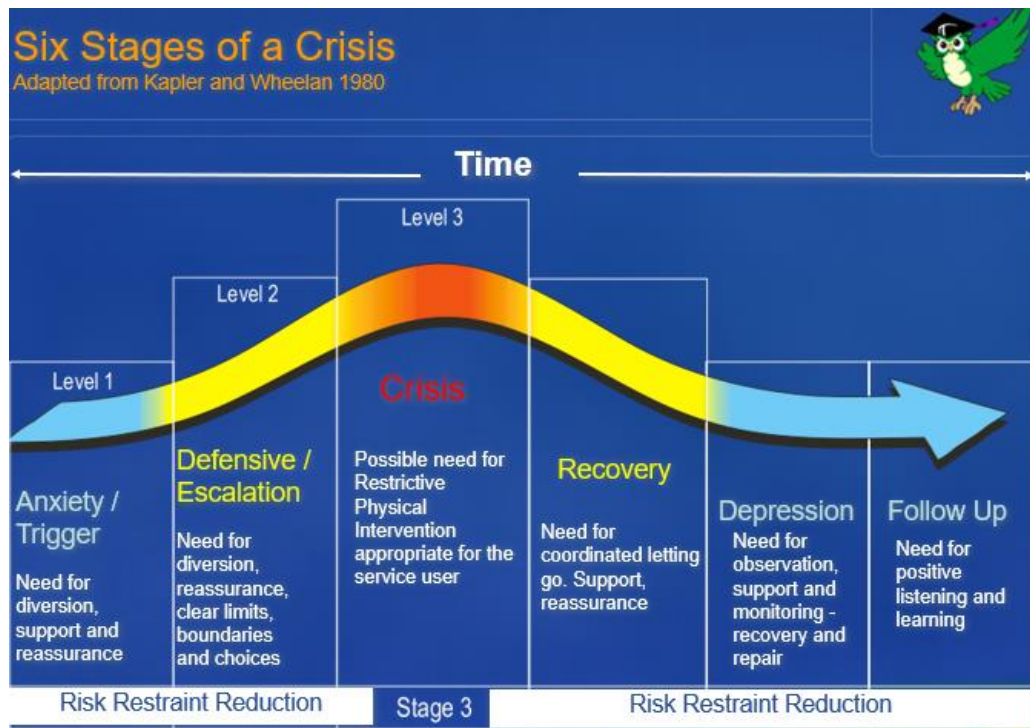
When faced with a child in crisis, we:

- Dynamically risk assess the safety of everyone concerned.
- (If safe to do so) Observe the behaviour the child is presenting before responding.

At Woodlands, we acknowledge that in face-to-face conversation, communication is 55% nonverbal, 38% vocal and 7% words only (Albert Mehrabian).

- Act constructively and supportively rather than responsively.
- Understand that action is driven by emotion.
- Use reflective language to pinpoint and validate the child's emotion.
- Support and co-regulate until the child shows the adult they're regulated and ready to engage further.

At Woodlands, we acknowledge and are mindful of the 6 stages of emotional crisis:



13. Post-incident learning

At Woodlands, we acknowledge the power of post-incident learning as:

- A learning opportunity for the child to reflect upon how they felt during crisis and how they might manage those feelings more positively in a future scenario.
- A learning opportunity for staff to clarify underlying causes and feelings of the child.
- A learning opportunity for staff to reflect upon the techniques used to de-escalate and/ or physically manage the situation.
- A coaching opportunity for staff to teach children emotional intelligence and literacy.

Staff use 'The 3L's' (Colin Campbell. Asst. Advisory Officer, BST, SEELB/ Joe Duffy, Senior Ed. Psychologist, SEELB/QUB) and (Dean Cotton) when supporting a child:

L – Listen

What has happened? (Listen: To the child's view first)

L – Link

How did that make you feel? (Link: Feelings to behaviours)

L – Learn

The next time you feel that way, what could you do? (Learn: Find better ways for next time)

With reference to (Dean Cotton's) Post Incident Learning, staff use the following script:

1. Can you tell me/ show me what has happened, please?
2. Can you tell me/ show me how that made you feel?
3. What might you do differently next time you feel this way?

Staff understand the importance of asking a child how they'd respond differently to feeling a specific emotion again, instead of how they'd respond to a specific action.

Example: Child A is tripped over by child B. Child B becomes angry and pushes child A.

Staff ask/ coach child B about how they'd respond differently to feeling angry again, not how'd they'd respond to being tripped over. This means this emotional literacy learning is then transferable to many scenarios the child might face in future.

Post-incident learning, when?

At Woodlands, we acknowledge that children may be ready to engage in post-incident conversations at different times depending on individual circumstances. As such, staff:

T – TIME – Give time, as we understand that we cannot rush the process and the conversation can only take place when the child is ready.

E – ENVIRONMENT – Ensure that the environment is right for the conversation (comfortable/ calm/ respectful to the child)

L – LISTEN – Listen to the child, gather their viewpoint first.

L – LEARN – Support the child to find better ways for managing their emotions next time.

16. Emotion coaching

At Woodlands, we acknowledge that negative emotions can spiral in to undesirable behaviours for some children.

Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

The key steps of emotion coaching are:

1. Empathy.

2. Labelling

3. Validating of the emotion.

4. Limit-setting (if needed).

5. Support with problem-solving.

Staff are trained to use the following script when emotionally coaching children:

Labelling

"I wonder if you're feeling X...?"

"I can see that you're upset/ confused..."

"You're showing me that you're feeling sad..."

"I can see that you are expressing a lot of energy when you do X ..."

"I can see that you're feeling frustrated"

"You're angry about...."

"I can see that something's not quite right, can you tell me about it?"

Validating

"I'm sorry that happened to you, you must have felt angry..."

"I know if that happened to me I would feel angry too..."

"It's OK that you feel scared about that..."

"Of course you are excited about going on the school trip!"

"It's OK to feel like that..."

Limit Setting

"It is my job to keep you and the other children in school safe..."

"It is not safe for you to do X..."

"I'm worried that you will hurt yourself if you do that..."

"This is not a safe place to be displaying those behaviours..."

"It is OK to feel angry and scared and mad, it is not OK to hurt others..."

Problem Solving

Three parts

"Can you tell me what happened?"

"What made you act that way?"

"How were you feeling when that happened?"

"When did you last feel like this?"

"What feelings are you having?"

"Have you felt this way before?"

"Let's think of what we could have done instead"

"Can you think of a different way to manage your feelings?"

"I can help you think of a different way to manage"

"How did you handle this last time?"

"Can you remember feeling this way before and what we did?"

a) Solutions – Discuss

Suggest what might happen with each solution- Ask, is this fair? Will this work? Is this safe? Do you think X would agree with this? How are you likely to feel? How will others feel?

"Let's decide what you will do next time when you feel like this"

"Do you think doing that would be more helpful for you and others?"

"This is what we can do instead"

"How do you think you will react next time or if this happens again?"

At Woodlands, we acknowledge that irrespective of year group, these scripts may need to be tailored further to meet the needs of the child.

17. Restorative justice (see Appendix)

At Woodlands, we believe that Restorative Practice encourages children to take responsibility for their behaviour by thinking through the causes and consequences of their behaviour. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However, we believe that in such a

system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. At Woodlands, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

Restorative script EY to Year 2:

“Can you use your words or show me what happened please?”

“Can you use your words or show me how you felt?”

“I wonder what you were thinking at the time? Can you use your words to tell me or show me?”

“I wonder how you were feeling at the time? Can you use your words to tell me or show me?”

“I wonder if you think anyone else may’ve been (identify emotion) by what happened? Can you use your words or show me please?”

“If this were to happen again (give the child a clear scenario), I wonder if we could do things a little differently to help us feel less (identify emotion)? Can you use your words or show me please?”

“I wonder if you could help me think about what we need to do to help put things right? What could we do or say to help? Can you use your words or show me please?”

Restorative script Y3 to Y6:

“Can you explain to me what happened please?”

“I wonder how that made you feel?”

“I wonder what you were thinking at the time?”

“I wonder how you were feeling at the time?”

“I wonder if you think anyone else may’ve been (identify emotion) by what happened?”

“If this were to happen again (give the child a clear scenario), I wonder if we could do things a little differently to help us manage that emotion more successfully?”

“I wonder if you could help me think about what we need to do to help put things right? What could we do or say to help?”

At Woodlands, we acknowledge that irrespective of year group, these scripts may need to be tailored further to meet the needs of the child.

At Woodlands, we use a set of visual prompts to encourage children to reflect and discuss the above (see Appendix 2).

18. Logical consequences (see Appendix)

At Woodlands, we understand that logical consequences can teach our children to build internal controls and learn socially responsible behaviours, rather than enforcing compliance through punishment.

We acknowledge that punishment typically comes from a place of emotional response and that it isn’t an effective way to create positive change. Sometimes, punishments may not be directly related to a child’s behaviour. For example; a child who ‘answers back’ may receive a punishment of missing playtime. However, missing playtime does

not rectify the situation nor does it improve the child's ability to make positive choices in the future. This then becomes a temporary fix but does not lead to a long-term change.

At Woodlands, we believe that you cannot punish a child in to behaving differently, instead we educate about desired behaviours.

Punishment vs Consequence	
Punishment	Consequence
✗ Comes from a place of emotional reaction	✓ Comes from a place of educational intent
✗ controls a student; based on fear	✓ teaches a student; based on accountability
✗ imposes authority; unrelated to action	✓ maintains safety; directly related to action
✗ causes resentment and rarely teaches a lesson	✓ teaches responsibility and encourages positive choices in the future

We acknowledge that logical consequences are directly related to a child's behaviour. Therefore, when a student fails to fulfil a classroom expectation, a natural consequence will follow.

Example: For a student who talked back to a teacher, a natural consequence might be having a discussion with the teacher as to why that behaviour is inappropriate and making amends. The goals of a consequence is to encourage accepting responsibility, practicing accountability and making a different choice in the future.

Logical consequences communicate to a student that their behaviour and choices have an impact and are their responsibility. Where punishment can feel like a personal attack, consequences are a straightforward, rational learning experience solely reliant on the student's choices.

Logical consequences are respectful of the child, realistic for the child (and teacher) to accomplish, and related in a way that allows the child to take responsibility for their actions and learn socially responsible behaviours.

At Woodlands, staff will speak to pupils in a 1:1 space should they need it and when it is appropriate, to talk through the logical consequences to the behaviour with them.

This may not be in the period immediately after an incident as the child(ren) concerned often need time to emotionally regulate first. The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time.

At Woodlands, we recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

- Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.
- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.

· Logical consequences include reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship.

This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card.

In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties.

· If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

- **Related** – the consequence must be related to the behaviour
- **Respectful** - the consequence must not involve blame or shame; and should be kindly and firmly enforced. It is also respectful to everyone involved.
- **Reasonable** - the consequence is reasonable from the child's point of view as well as the adult's.
- **Helpful** —it helps rather than hurts.

After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

Logical consequences script:

IDENTIFY – Identify the undesirable behaviour

"You're showing me you're angry. It's OK to feel mad, it's not OK to throw classroom resources."

"I wonder if you could help me think of a way to help this situation?"

"How could we make this better and safer?"

"You're showing me you realise that this wasn't a good choice, what can we do to sort it?"

COACH – Support the child in thinking of a logical consequence

"Should we leave these resources on the floor?"

"It'd be a shame to leave them here, someone might fall over them and get hurt"

"It's important that the resources are looked after, they aren't mine or yours, where should they be?"

SUPPORT – Positively reinforce

"You think we should put them back? What a great idea, I can help"

"Thank you so much for making the right decision to tidy these up, that is the right choice and is really helpful"

"I am so proud of you for your learning – you've realised that getting mad is OK, but throwing resources isn't OK, and you're helping to fix that"

FUTURE – Looking forward, reflective practice

"I wonder what you could do next time you feel angry?"

“If someone throws resources again, what will they be expected to do?”

At Woodlands, staff support and guide the children through their logical consequence, praising once the consequence is completed. We understand that every child is different and, as such, some children may require repeated logical consequences to break a behavioural pattern.

Intent

- Children learn that their behaviour can impact others
- Children learn that actions result in consequences
- Children learn that steps can be taken to resolve mistakes

Implementation

- Staff learn and use a therapeutic script for each action and consequence
- Children read and learn their reflective script for each consequence
- Children know how to and work hard to ‘fix’ their behaviour or mistake and are able to verbalise this to an adult

Impact

- Behaviour across school is good or better, every day
- Children have the skills stop and think before they act, and can reflect upon the choices they make and how to continue to improve and grow

19. The Behaviour curriculum

At Woodlands, we acknowledge that behavioural expectations might not be intrinsically present in every child who attends school and we cannot expect children to simply ‘know how to behave.’

We acknowledge that it is our responsibility to teach behavioural expectations, as we do other areas of the curriculum.

Staff teach a tailored (per age and SEND need) Behaviour - input:

- At the start of the academic year
- After each half term break
- As often as is necessary with their class throughout the year (a behaviour reset might be required a few or several times)

The behaviour curriculum includes:

- S T A R S
- Talk rules
- The listening ladder
- Transitions/ thresholds
- Logical consequences
- The coaching ladder
- ClassDojo/ notes home

New children to school/ change in staff

We acknowledge the huge importance of explaining behavioural expectations and behavioural management strategies to children who join our school into the academic year and/ or new staff, supply staff and ECTs.

20. Behavioural expectations in EYFS

At Woodlands, we understand the impact that the EYFS curriculum has on all children as the baseline of their school lives. EYFS staff work hard to ensure that routines and expectations are fully embedded in to every child ensuring the learning space is calm, purposeful and that all children understand how to access their curriculum successfully. The first term is exceptionally important for this in EYFS, then strategic management ensures the children continue to engage in their space and with each other successfully.

21. Positive Discipline and Rewards

We praise and reward children for positive behaviour choices in a variety of ways.

We ensure that the praise we give is:

Sincere, targeted and proportionate (*Tom Bennett*) to each child and their need.

Build rapport, build respect

Everything we do at Woodlands has respect at its core. We care and respect for the pupils and community too much to allow poor conduct to affect learning. We also want to emphasise and celebrate good conduct and exceptional behaviour. Respect works two ways so we work hard to earn respect in order to get respect. Pupils must demonstrate that they can show their best behaviour at all times, in all subjects, in all parts of school and with all staff and pupils.

Evidence shows that specific reward systems do not create long-term, sustainable, positive behaviour choices and are therefore ineffective. Many studies show that reward systems suppress students' creativity and discourage risk-taking. When children are focused on getting a reward, they tend to avoid challenges and can opt to do the minimum required to achieve. At Woodlands, we believe that character and integrity are vital values for the children to leave school with and that these are best achieved by choosing to display positive behaviour due to an awareness that this is the right thing to do, rather than because it will lead to a reward/prize.

However, teachers and staff aim to exploit opportunities for commending positive behaviour socially; to praise is crucial but should be used authentically as this is central to building outstanding relationships.

Intrinsic rewards are personalised for each pupil at Woodlands Primary School, with each member of staff being encouraged to create their own reward systems for their class/individual groups/pupils.

Positive behaviour is recognised and tracked with the use of:

Notes home

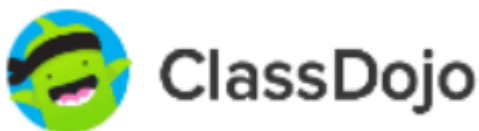
Staff are given 'notes home' to send home with their children when they 'spot' them achieving a part of the behaviour curriculum.

We believe that all children are capable of achieving a reward home. The notes home are to be authentic and given proportionately so that the children don't become 'saturated' with them, meaning they lose their validation.

Class Dojos

Dojos are a method of instant reward for showing the correct behaviour, whilst also being a way of parents finding out how well their children are behaving in school.

Dojos can be given through out the day, including for collaborative learning attitudes.



Headteacher Awards

Headteacher Awards in the form of stickers are given to children by the Headteacher when they have gone above and beyond.

Mighty Tree Award Winners

All pupils attend a weekly 'Mighty Tree' Assembly in which particular individuals are celebrated for their successes.

22. Unacceptable Behaviour

Whilst we encourage and focus on positive behaviour demonstrated by pupils, we acknowledge that there will be times when unacceptable behaviour will be displayed.

These behaviours include:

- Physical violence;
- Behaviour that prevents learning;
- Discrimination of any kind, including the protected characteristics;
- Verbal aggression;
- Destruction of own or others work;
- Threatening or aggressive behaviour;
- Refusal to follow reasonable instructions from adults/peers;
- Running around and in and out of the classroom;
- Bullying including cyberbullying;
- Disregard for the school environment or school property;
- Swearing;
- Accessing inappropriate websites.

Recording of Unacceptable Behaviour

CPOMS - All incidents relating to inappropriate behaviour are logged on CPOMS and consequently all relevant staff members are notified. Staff are then able to add actions to the recording of the incident in order to create a full picture of the incident.

Behaviour Smart - Any incidents involving physical intervention are recorded on Behaviour Smart. From this, individual risk assessments and other related documents are created and added to for each child. These documents are also automatically shared with all relevant staff.

Positive Handling Plans – These are created for children who are at risk of, or who are held by trained staff. These are shared with relevant professionals and are signed by parents.

Please refer to our 'One Page Reasonable Adjustments and Best Endeavors Policy' for further information on how we amend our expectations depending on the needs of individual children.

23. The Coaching Ladder

"Every child deserves a champion – an adult who will never give up on them, who understands the power of connections and insists that they become the best that they can be." (*Rita Pierson, 2013*)

Behaviour is a huge priority for us at Woodlands with that in mind and it's important for our children that they have a chance to 'fix a problem' and 'right their wrong', whilst still having consequences for actions.

Our first tool when dealing with behaviour at Woodlands is to use: Logical consequences, emotion coaching, restorative practice and post-incident learning.

Our behaviour journey:

- Incident involving a child
- Child is coached by their class teacher/ key attachment figure in school:

Step 1

Reminder of behaviour curriculum.

Step 2

Emotion coaching.

Step 3

Logical consequences.

Step 4

Post-incident learning.

Step 5

Restorative justice (if required)

- If the child presents behaviour that is:
 - Violent
 - Potentially going to harm themselves or another.

Then they are given Stage 1. This is because, in this moment, a child is may be too dysregulated to complete steps 1-5.

Stage 1

SLT are called.

SLT intervene to help regulate their child, remove from class, hold if necessary.

Stage 2

Stage 2

SLT investigate the incident. Use of behaviour contract if necessary as a behaviour tool.

If a child reaches stage 1 or 2, SLT are to complete Steps 1 – 5 once the child is regulated.

Removal of children from class

Everyone has a right to be safe in their learning and working environment. If a child is so dysregulated that they are severely disturbing the learning of others, at risk of hurting themselves or others, we acknowledge that that learning environment might not be right for them in that moment. As such, SLT will support them to leave class and, when they're ready, will complete steps 1-5 elsewhere.

Best practise would be for SLT and the class teacher to work through the steps together – reinforcing the key attachment figure being the class teacher.

Support for staff

We acknowledge that SLT are to be called when a child's behaviour is severe enough to warrant Stage 1-2. However, we also acknowledge that staff may require support to help children along their behaviour journey (steps 1 – 5). As such, SLT will attend to support staff with this process, within the classroom. We believe that, where possible and appropriate, the best place for our children is in their classroom with their teacher (their key attachment figure).

Stage 1 and 2

Parents are to be called and informed of the behaviour and discuss outcomes, including if their child is given a behaviour contract.

Loss of playtime/ lunchtime

Children may lose play/ lunchtimes if staff and SLT deem that the child is unsafe during these times and the loss of play/ lunch time will therefore act as a logical consequence. Once the child has proven that they can be trusted, having completed reflective and restorative learning, they can re-engage in lunch and play times.

At Woodlands, we acknowledge these less-structured times cause spikes in anxiety for some children and, as such, alternative provisions may be made for them - enabling the child to access outdoor/ break but in a more supported way.

If a child is losing play/ lunch time as a logical consequence, they are to spend that time with SLT. Picture stimuli will be used to encourage pupils to articulate their feelings and consequently help to facilitate restorative and reflective talk and actions.

Intent

- Children learn how to take control of their own behaviour
- Children learn that actions result in consequences
- Children understand that mistakes can be fixed

Implementation

- Staff learn and use a therapeutic script for each step
- Children read and learn their reflective script and prompts for each consequence
- Children know how to and work hard to 'fix' their behaviour or mistake and are able to verbalise this to an adult (Logical consequence)

Impact

- Behaviour across school is good or better, every day
- Children have the skills stop and think before they act, and can reflect upon the choices they make and how to continue to improve and grow

24. Recording of behavioural incidents

Every behavioural incident is to be recorded on CPOMS by the person who witnessed the event and spoke to the child.

They are to be recorded in the following manner:

- *The details of the event (date/ time/ person's name who is recording and title)*

Actions:

- Step 1 - *Reminder of behaviour curriculum. Child's response.*
- Step 2 - *Emotion coaching. Child's response.*
- Step 3 - *Logical consequences. The outcome and child's response.*
- Step 4 - *Post-incident learning. Child's response.*
- Step 5 - *Restorative justice (if required). Responses of all involved.*

25. Behaviour contracts

The purpose of a Behaviour Contract is not to punish, but instead is a behaviour tool to encourage children to make positive changes and the correct choices. Being placed on a Behaviour Contract is a serious consequence and this needs to be felt by both the child and their parents/carers. A meeting will take place and both children and their parents/carers are encouraged to attend. At this meeting, the Behaviour Contract will be created collaboratively with the child in order to give them a strong sense of ownership of the contract. All Behaviour Contracts will be different according to the needs of the child and the details of the situation.

Once the contract is in place, the child's class teacher will then spend time looking over the contract with the child and discussing with them how to earn their privileges back as quickly as possible.

Each individual Behaviour Contract will look and be accessed differently, depending on the needs and level of intellect of the child. Keeping the report in pristine condition is essential and damage caused purposely by the child will result in ticks lost for that day.

In some cases, the Behaviour Contracts will continue for more than a week, leading to more than one page. All previous pages are to be kept together in a plastic wallet so that staff can monitor how the Behaviour Contract is/ isn't working for the child and when privileges have been earned back, minimising discrepancy.

All Behaviour Contracts across school will be logged and tracked in order for it to be clear if particular children are not finding the use of a Behaviour Contract helpful and therefore an alternative arrangement needs to be put in place in order to help the child to succeed.

Intent

- Children learn how to make the right choices
- Positive habits are created
- Children are provided with the time that they need at the start and end of each day to discuss daily issues or worries

Implementation

- Behaviour Contracts are created by a member of the senior leadership team and agreed upon by the family of the child involved
- Behaviour Contracts are focused on in a positive manner by class teachers, helping to build on the relationship between the child and their teacher Impact
- Behaviour across school is good or better, every day
- Children have the skills stop and think before they act, and can reflect upon the choices they make and how to continue to improve and grow

Implementation

- Behaviour Contracts are created by a member of the senior leadership team and agreed upon by the family of the child involved
- Behaviour Contracts are focused on in a positive manner by class teachers, helping to build on the relationship between the child and their teacher Impact
- Behaviour across school is good or better, every day
- Children have the skills stop and think before they act, and can reflect upon the choices they make and how to continue to improve and grow

26. Loss of Control

At times, of course, we have to recognise and accept that children will not behave or work in a manner which is acceptable, despite the support put in place by the Coaching Ladder/Behaviour Contracts. For children demonstrating a loss of control, careful consideration is given to the individual and how best to support them to regulate.

Safe Spaces

Safe Spaces support emotional regulation following a period of crisis or who have requested some time out. Safe Spaces are individual to each child; some pupils will need time out of the classroom in a calm, quiet space in order to prepare themselves for learning (this may follow an incident in the classroom, playground or another area around school) and may be directed somewhere particular for this. Pupils will be supported by a member of staff with the aim of regulating behaviour, promoting a restorative discussion and reintegration into lessons. If children are directed to this space due to inappropriate choices, a record of time spent out of lessons will be maintained and pupils will have to make up this time. When the child enters their Safe Space, it will be clearly communicated with them as to whether they will owe time back.

Violence within the classroom

If violent behaviours are displayed by children, particular protocols in line with Team Teach are used.

If it is one child displaying violence, they will be safely moved out of the classroom (Stage 1) and towards a safe space with a member of staff that the violence has not been displayed towards. Once they have been removed from the room, they will be encouraged to see this change of scenery as a fresh start and to make more positive choices. They will stay out of their classroom/the environment in which the incident occurred until they are settled and calm enough to re-join. Steps 1 – 5 will be completed with the child.

If there are two or more children involved in the violent incident, a decision will be made regarding which child/children will be directed out of the room (Stage 1). Once they have been removed from the room, they will be encouraged to see this change of scenery as a fresh start and to make more positive choices. They will stay out of the classroom/the environment in which the incident occurred until they are settled and calm enough to re-join. Steps 1 – 5 will be completed with the child.

If children are choosing to kick, their shoes can be removed from their feet and put in a safe and secure place until they are ready to wear them again.

With regards to any vandalism, during the first case parents will be informed. If this situation happens again, the police will be called and then parents will be informed. We are aware that some children with specific needs have a tendency to use violence and we always take this into account when reviewing a situation and appropriate next steps.

27. Physical Intervention

All appropriate staff will be Team Teach trained as part of the school's commitment to keeping staff and pupils safe. Team Teach is a risk reduction method which is deep rooted in practices of reducing escalation and risk arising from unwanted choices. It is important to understand that restraint is only ever done as a last resort and to keep the young person or those around them free from harm. When faced with a difficult situation it is important to remember that the majority of the time we can find a resolution through our positive handling of the challenge posed.

Pupils can be held or moved if:

- They are a genuine danger to themselves;
- They are hurting another child or member of staff;
- They are trying to escape from school.

Pupils will not be restrained when they are defiant or rude as this is not a proportional or justified response to their actions. All staff can carry this out although staff who are more likely to need to use it will have full restraint training.

We are aware that holding a child is an infringement of their human rights and for this reason we know that by holding a child for their safety, we as staff are at risk of being hurt.

28. Support beyond the Classroom

In the application of the following, we make reasonable adjustments- please refer to our SEND policy for further information regarding this.

29. Internal move

An internal move is an extremely serious sanction and is used to allow pupils time to reflect on any unwanted behaviour and with a view to modifying behaviour as quickly as possible. The internal move will take place in another classroom in order to give the child a 'change of face'.

Pupils will be generally be expected to complete learning tasks once they are settled in another classroom and sufficiently regulated. A pupil who shows maximum effort will re-join their class as agreed when the internal move was decided upon and a record of the period of time spent out of class will be kept. This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

It is essential to point out, however, that this sanction is not to be used unless deemed necessary and that the curriculum has been developed to engage, motivate and encourage pupils to return to positive behaviour choices. Parents/carers will be notified of any period of time spent on an internal move.

30. Suspensions

Suspensions are a last resort for our pupils, however pupils who are a considerable danger to keep in school will be suspended for an appropriate number of days. If any child intentionally hurts a member of staff or other child resulting in them becoming visibly or significantly injured, then this means the Headteacher will consider if the child needs to be suspended from school in the best interests of other children and staff.

The school works hard to not suspend pupils as we know it does not always have an improved impact on behaviour. However, the Headteacher reserves the right to make this decision based on the best interest of the whole school.

If the incident resulting in the suspension happened in the morning, the child will be collected from school and the afternoon session for that particular day will always be recorded as a 0.5 day exclusion.

It is the responsibility (according to recent legislation) of the parent/carer to ensure that their child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this.

The school will set work for the child to complete on the school days during the period of their exclusion. Support is provided for pupils to catch up on missed work when the child returns to school.

Children returning from suspensions

When a child returns from a fixed term exclusion, a 1:1 meeting with the child and the Headteacher (or Head of School in the Headteacher's absence) is scheduled for when they are expected back at school. It is expected that the child's parent/s/carers attend this meeting too.

31. Part-time timetables

In some exceptional circumstances, there may be a need for a part-time timetable to meet a pupil's needs.

Where this occurs, the school will:

- Discuss the part time timetable with parents, and ensure full understanding and agreement;
- Review any part time timetables regularly, and meet with parents regularly to discuss whether a child is ready and able to move back to full time provision;
- Provide alternative provision where appropriate;
- Record all part time table absence as authorised (as per DfE guidelines).

Any child who is working under a part time timetable will be offered additional provision, relevant to the needs of the individual at that time. This may include 1:1 support, access to the Nurture provision or another intervention deemed appropriate.

The decision for this would be taken by the Headteacher and the Behaviour Lead, in discussion with class teachers and parents.

32. Permanent exclusions

The decision to permanently exclude a child is the most serious sanction that can be given.

A permanent exclusion can happen:

- in response to a serious one-off breach (serious assault, violence, physical harm, sexual misconduct, possession/distribution of drugs, damage to property, dangerous behaviour, discriminative actions against protected characteristics, extreme swearing/rudeness or threatening behaviour) or persistent breaches of the Behaviour Policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Only the Headteacher is able to make the decision regarding permanent exclusion, but other members of staff can be in conversations regarding the incident/s that have occurred leading to the exclusion. The Headteacher's decision to exclude must be taken on the 'balance of probabilities', meaning that it is more likely than not that the pupil did what they are accused of.

Pupils can be excluded for behaviour outside school, this may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute. Cyber-bullying which takes place out of school may also lead to an exclusion.

At Woodlands, we are aware that behind every exclusion/potential exclusion there is a backstory and we will always take contributing factors into account when deciding on the best course of action.

If a child has an EHCP in place, an SEN review will always take place prior to the final decision being made on the best next steps for their individual child.

The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

33. Home School Agreement

Woodlands Primary School will:

- Ensure that your child is valued and supported to make good progress in all aspects of their development
- Provide a friendly welcome to your child and a secure, stimulating environment in which to learn
- Treat your child with the dignity and respect that they deserve
- Provide consistently high standards of teaching and demand impeccable behaviour at all times
- Provide you with information about your child's progress alongside opportunities to speak to the teachers
- Keep you well informed about school policies
- Inform you of any concerns regarding your child's behaviour, work or health

Parents and carers will:

- ensure their child attends every day, on time, with correct uniform and equipment;
- ensure that family holidays are taken outside of term time;
- inform the school of any concerns regarding their child's learning or welfare;
- ensure their child reads at home for at least 10 minutes a day;
- support the school's policies on behaviour and uniform;
- attend all parents' evenings and meeting about their child;
- ensure their child upholds the school's code of conduct on the way to and from the school;
- ensure that their contact details are up to date or let reception know if their contact details change;
- communicate any individual concerns to the school immediately.

Pupils will:

- attend school every day and on time;
- wear the correct school uniform;
- follow all school rules and treat pupils and staff with respect and kindness;
- agree to and follow the behaviour systems;
- respect the school environments and cherish the school building;
- take care of all school equipment;
- share feelings honestly and politely and show consideration for others in the school when doing so;
- do all class and homework to the best of their ability;
- never use a mobile phone, possess chewing gum, or bring offensive items into school.

34. Monitoring

The Behaviour Lead monitors: suspensions, permanent exclusions, behaviour contracts, positive handling plans, part-time timetables, on-call incidents year group, incidents of a protected characteristic nature and bullying allegations and incidents. Data is collated weekly and informs strategic, whole-school management of behaviour.

35. Bullying

Principles:

Woodlands is committed to providing a caring, friendly and safe establishment for all of our pupils so they can learn in a positive and secure environment. Bullying of any kind is unacceptable in the school. If bullying does occur, all pupils should be able to inform staff and be confident that incidents will be dealt with promptly and effectively.

Aims:

The overall aim of this policy is the prevention of bullying. Should instances of bullying occur, this policy will help staff and pupils to deal with it effectively. In this respect the school seeks:

- To ensure that pupils learn in a supportive, caring and safe environment, without fear of being bullied;
- To ensure that everyone connected with the school is aware of the nature and types of bullying that may occur, both in and out of school; their causes and effects;
- To ensure that everyone connected with the school is aware that bullying is totally unacceptable;
- To ensure that everyone is aware of their responsibilities in addressing bullying issues;
- To develop effective strategies to prevent bullying;
- To provide a consistent school response to any bullying and have clear procedures for dealing with incidents;
- To use all pupils, staff and parents as a positive resource in the elimination of any form of bullying, drawing on peer pressure as a means of preventing bullying;
- To provide support for both victim and bully;
- To explicitly teach of appropriate language and its uses.

Definition:

Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual, physically or emotionally, usually repeated over a period of time, where it is often difficult for those being bullied to defend themselves. It can happen anywhere, both in and out of school. Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying:

Bullying will not be tolerated at Woodlands. Bullying can take various forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion;
- Sexual/sexist - bullying based on something specifically linked to gender;
- Homophobic - bullying based on sexual orientation;
- Disability - any exploitation of a particular aspect of a child's disability and/or special educational needs;
- Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs;
- Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games;
- It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

Cyber bullying:

Cyber bullying can take place at any time that someone logs on or picks up a phone, and often invades people's personal time and space. Cyber bullying can involve many people e.g. social networking sites. Images or text messages can be passed quickly from one person to another or via shared websites. This makes it hard to control.

Woodlands encourages pupils to not use social media. The school expects parents to monitor their child's use at home and limit it where necessary. Woodlands has a no mobile phone rule to eradicate cyber bullying whilst at school.

Any harassment or bullying of any member of the school community, including staff, in or out of school, by pupils, parents or staff, will not be tolerated and the perpetrator will be dealt with robustly.

Signs and symptoms of bullying:

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is unwilling to go to school;

- Is frequently absent from school;
- Changes his or her usual routine;
- Becomes anxious, withdrawn or is lacking in confidence;
- Attempts or threatens suicide or runs away;
- Frequently feels ill in the morning;
- Demonstrates changes in work patterns;
- Has possessions which are damaged or 'go missing';
- Asks for money or starts stealing money;
- Has unexplained injuries;
- Stops eating;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Is frightened to say what's wrong;
- Is evasive or gives improbable excuses in relation to any of the above.

These signs and behaviours could indicate other problems or circumstances, but bullying should be considered a possibility and should be investigated.

Action to prevent bullying:

Staff have a range of appropriate strategies and opportunities to call upon to educate children on bullying. These may include:

- Skilled observation to recognise and respond to the symptoms noted above;
- Ready receipt of reports of bullying behaviour, which are then acted upon and the information relating to the alleged bully and their victims reported as appropriate;
- The school curriculum embraces the topic of bullying, including its dangers, how to prevent it and the steps to take when it occurs;
- Teachers will consider where children sit when learning to ensure that no one pupil feels isolated;
- Use of other elements of school life to educate our pupils, including assemblies
- Focussed training, for example in safe use of the internet;
- Availability of this policy on the school's website to enable parents to understand the school's approach and work together with staff;
- Close parent/teacher liaison to ensure that both home and school work together to help and support the victim and moderate the behaviour of the bully;
- Where appropriate, and following discussion with the Headteacher, engagement with outside assistance, such as an educational psychologist, social worker or the police;
- Ensuring that staff are fully aware of times and places when bullying is most likely to occur; organisation of the school day and supervision arrangements reduce the likely incidence of bullying.
- All children given the opportunity to speak to a member of staff, although every member of staff will be approachable;
- Ensuring this part of the policy is in synergy with the rest of The Behaviour Policy so that all concerned are aware of the appropriate procedures and sanctions.

Roles and Responsibilities:

The whole community must understand bullying is not tolerated and the steps that will be taken to prevent and to respond.

The Headteacher: The Head will be informed of any incidents of bullying and will ensure that all incidents are thoroughly investigated and properly logged. The Headteacher will then collaborate with the school staff in ensuring that an investigation takes place in every case and each situation is treated seriously.

If bullying is found to have occurred, the parents of any children involved will be contacted and informed of what action the school will take. The Headteacher will ensure that all staff undertake appropriate training in acting against bullying.

Senior Team (Behaviour Lead):

The main roles of Senior Team in respect of bullying are:

- Manage and monitor practices to ensure alignment with the school anti-bullying policy and procedures;

- Maintaining a clear overview of the incidence of bullying and the school's anti-bullying prevention and response strategies;
- Liaison with the Head and between all parties involved, including parents;
- Ensuring that incidents are recorded by staff in all cases (CPOMS)
- On a regular basis, analysis of data so that patterns and trends can be identified and used to improve policy and practice;
- Governors are made aware of the number and nature of bullying incidents;
- Promotion and co-ordination of anti-bullying initiatives and projects both within the curriculum and in the wider aspects of school life.

All staff, including trust employees:

All staff are expected to be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If bullying is suspected or reported, the incident must be treated with the appropriate degree of urgency by the member of staff who has been approached.

Any suspicion or reports of bullying should be recorded in detail, logged using the school's incident reporting system and passed on to the Headteacher. In their absence, report the matter to a Senior Leadership Team member.

In any case where bullying is reported or suspected, staff must follow this procedure:

- In most cases the incident will be dealt with immediately by the member of staff who is approached/confided, and The Behaviour Lead informed – a full investigation will be completed;
- Listen carefully and intently;
- Reassure the child that you are sympathetic and that the problem will be resolved;
- Do not ask any leading questions;
- Do not promise to keep the issue confidential – it is important to maintain the pupil's trust by remaining honest;
- Make a clear account of the conversation on CPOMS as soon as it has ended, but try to avoid taking notes during discussion;
- Report the matter as soon as is practical to the Headteacher. In their absence, report the matter to a member of the Senior Leadership Team;
- Discuss with the Headteacher how to proceed with, for example, further interviews, liaison with parents and what action is to be taken, in accordance with the school's behaviour policy;
- Continue to address the incident as agreed with the Headteacher;
- Ensure that the incident continues to be fully recorded, together with details of what action has been taken;
- Liaise with the Headteacher to ensure that all staff are kept informed of the incident and action taken, as appropriate;
- Remember that staff must only ever use physical intervention as a last resort, and it must be the minimal force necessary to prevent injury to another person;
- Ensure that appropriate support is provided for all parties concerned.

Investigating bullying incidents:

The following points need to be considered:

- The alleged perpetrator(s) should be interviewed as soon as possible after a report is received, without undue reference to the source of information already held if possible;
- During any investigation involving pupils, there is a possibility that some pupils may be interviewed who have nothing to do with the situation;
- Where there is more than one alleged perpetrator, every reasonable effort should be made to ensure that they are interviewed separately without having the opportunity to confer first;
- When an investigation has reached a conclusion, all notes of meetings and communications must be filed and records placed on CPOMS and recorded on the data collected by the Behaviour Lead

Information and guidance for pupils:

As a member of the school, you will not have to put up with any form of bullying behaviour. We can and will help to put a stop to it. You should feel free to speak out to your parents or any teacher if you are being bullied. We can help you to cope with it straight away. When someone else is being bullied or is in distress, inform a member of staff immediately.

Do not put up with bullies in your group of friends. Bullies will soon stop if they are left out or are by themselves. Take care how you speak and act towards other pupils. Always aim to be considerate and helpful.

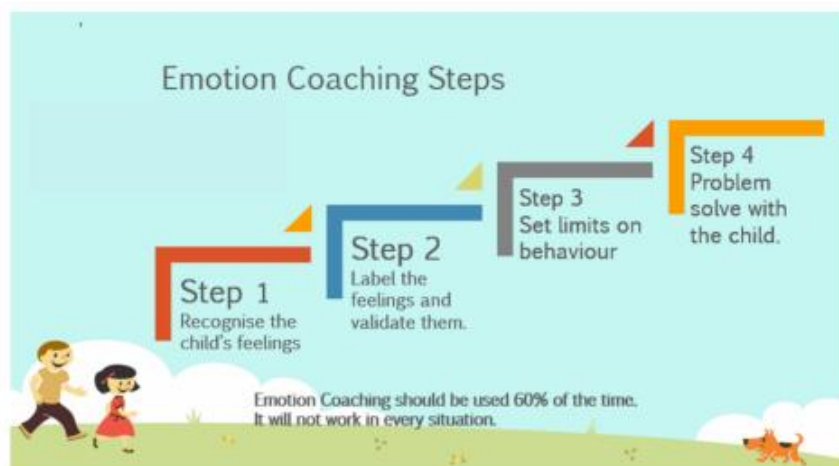
Information and guidance for parents: Please encourage your child to talk to a member of staff if they have any concerns.

Equally, please contact your child's teacher, the Behaviour Lead or another member of the Senior Leadership Team to discuss any matters that concern.

Help Organisations:

KIDSCAPE Parents Helpline	0845 1 205 204
Childline	0800 1111
Parentline Plus	0808 800 2222
Bullying Online	www.bullying.co.uk

36. Appendix 1



37. Appendix 2



