

HALES VALLEY TRUST

An Academy within the Hales Valley Trust

Woodside Primary School and Nursery

Care - Aspire - Achieve

Behaviour Policy

Mrs S Bloomer

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To be reviewed annually

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Introduction

At Woodside all adults are responsible for the behaviour of all children. We adhere to a whole school approach to addressing behaviour, with our 'School Rules' and 'Behaviour Pathway' displayed in every classroom and referred to. The 'Behaviour Pathway' links directly to rewards and consequences.

Aims and objectives

- Most children know the consequences of negative behaviour. They understand that they can improve their behaviour and make a new start.
- Children are encouraged to become self-disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
- Parents are informed of school expectations, rewards and consequences at the beginning of each academic year and are involved at an early stage when problems occur.
- Work within classrooms must take account of individual ability and needs.
- Poor behaviour will to be monitored, and appropriate strategies applied.

The Role of the Parents

We give high priority to clear communication within our schools and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to build trust and to develop a common approach to behaviour expectations and strategies for dealing with problems.

We ask parents to keep the school informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school. The class teacher will share this with the rest of the teaching staff as appropriate to ensure that all staff are aware and can deal with behaviour of particular children consistently. We also communicate behaviour to parents, positive and negative, verbally, through the pupil planner or individual home school communication books.

Online behaviour

At Woodside we expect pupil's online behaviour to reflect our School expectations (As outlined on page 3 in our School Rules). If pupils are accessing Google Classrooms, communication should link to learning only. Any communication deemed inappropriate could result in your child being blocked temporarily and other measures being put into place.

Should you need to discuss any issues with regards to your child's learning or wellbeing, this communication should be direct to school via phone or e-mail info@woodside.dudley.sch.uk Google Classrooms is specifically for Pupils only.



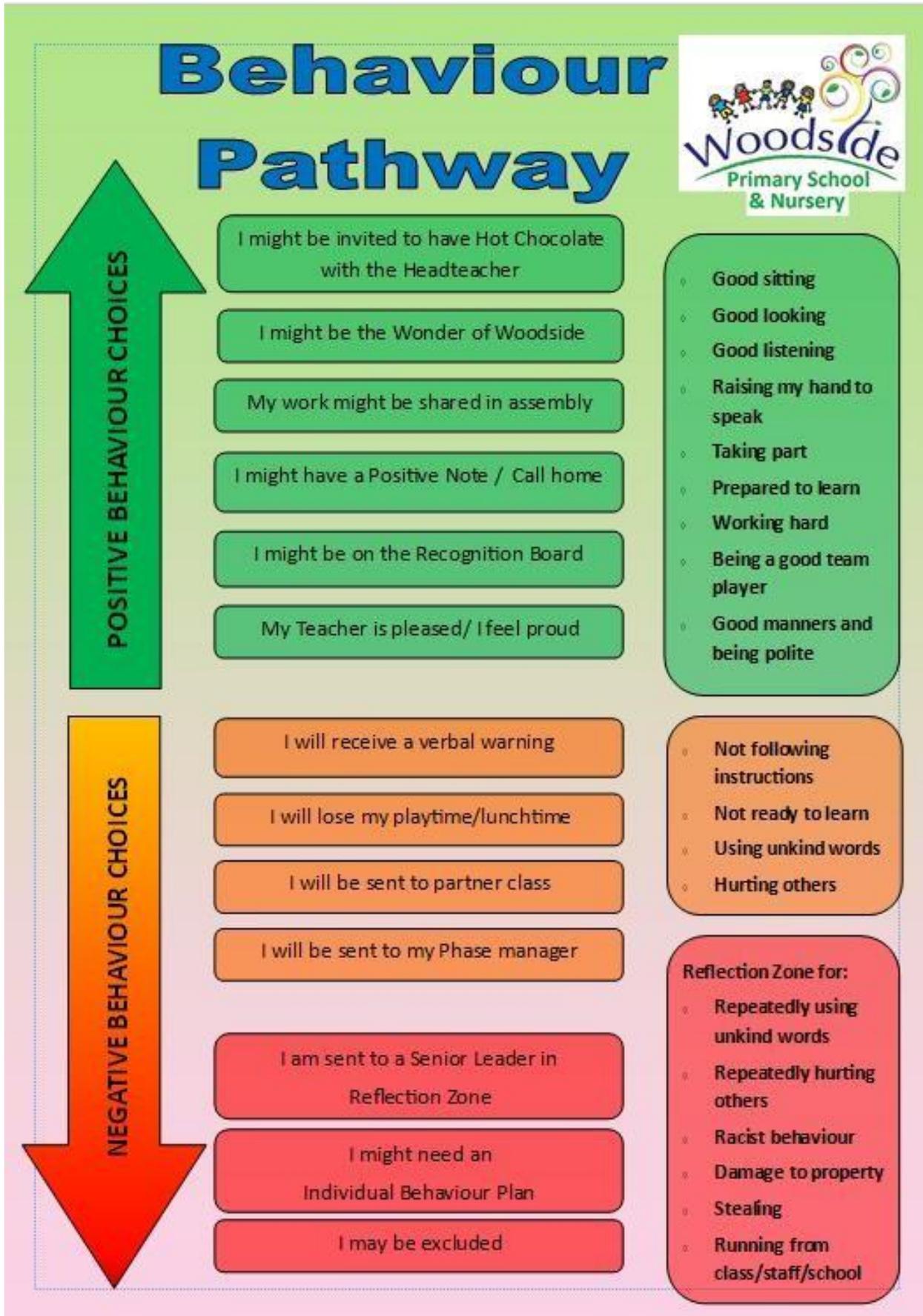
School Rules

Ready

Respectful

Safe





REWARDS

At Woodside Primary School and Nursery, we recognise that children's attitudes to self, school and learning as well as their social, emotional and mental well-being are fundamental foundations to successful learning. We want children at Woodside to take responsibility for their actions and understand that positive behaviour is intrinsically rewarding.

High expectations of behaviour are routinely promoted by staff these include:

- **Verbal praise** and **Stickers**
- Pupils name placed on their year group **Recognition tree.**
- **Postcards/ calls home.**

However, where pupils go above and beyond expectations there is further recognition through: •

- **Wonder of Woodside (WOW)** weekly certificate in Assembly (KS1 and KS2)
- **Hot Chocolate with the Headteacher** every Friday.

Sanctions

LOW LEVEL

(Class based support)

No low level behaviour to go to Reflection Zone – these are not to be recorded on CPOMS

- Use a verbal warning, also strategies to de-escalate e.g. emotion coaching language and Pivotal scripted language (see Appendix 1).
- Use of school rewards. Notice your child/ children making the right choices.
- Use Chill out box, Relaxation stations and time out areas in the classroom.
- Use Mindful resources/techniques.
- Restorative meeting to take place.

ALWAYS refer to the School Rules and Behaviour Policy in your classroom.

MEDIUM LEVEL

(Class/Phase based support)

Please refer to Medium level criteria in order to make best decision This will be recorded on CPOMS under Behaviour by the class teacher

1. Use a **verbal warning**, also strategies to de-escalate e.g. emotion coaching language and Pivotal scripted language.
2. Keep pupil/pupils in the classroom to **miss part of their playtime/lunch time** to catch up on missed learning (class teachers responsibility). **Use restorative meeting** sheet and log on CPOMS (see Appendix 2).
3. Make sure all attempts have been made to support the pupil to be successful and make good choices. E.g personalised reward chart/system, proud book and home/school book (class teacher responsibility).
4. Pupil to be taken to **PARTNER TEACHER** for 'Respite time' with a task to complete. Class teacher to lead on restorative meeting following this.
5. If persistent class teacher to liaise with the **PHASE MANAGER**.
6. **Class teachers must inform pupil's Parents/Carers as soon as possible during or at the end of the school day.**
7. If you feel that a pupil is displaying these medium level behaviours on a regular basis then you may require an ABC chart to help to show patterns in behaviour (see SENCO).
8. Referral for pupil support through Pastoral Menu of support (see Appendix 3).

HIGH LEVEL

(Senior Leader level support)

This will be recorded on CPOMS under Behaviour by the class teacher

1. **Calm Zone** to be used if child persistently breaks the Rules. Supported by Class T.A.
2. Pupil taken to **Senior Leader in Reflection Zone** with the Reflection Time Form (see Appendix 4).
3. Referral to Pastoral Team for **Individual Behaviour Plan (IBP)**.
4. **Head teacher or Deputy Head Parent Contract Meeting:** Serious pre- exclusion/exclusion incidents will be dealt with by Mrs Bloomer or Mrs Burns who will discuss the incident with the Parent/Carer and the child. Early Help to be offered where appropriate.
5. **Trust Internal Placement** (Tip) Supervision Diary to be kept in Pastoral office.
6. **Exclusions:** Refer to Head Teacher (admin team to support with paperwork)

Please use your professional judgement- you know your children best. Restorative practise and de-escalation is the key to success at this level.

Lunchtime Behaviour

Behaviour Guide for Lunch Time Supervisors (LTS)

LOW LEVEL

- Use verbal warning, also strategies to de-escalate e.g. emotion coaching and Pivotal scripted language. Always refer to school rules on display.



MEDIUM LEVEL

Not showing respect or keep safe, hurting others intentionally

- Miss part of playtime, standing by LTS or identified area of playground for Time Out. (Use professional judgement and consider the age of the child) Use Pivotal scripted Language.
- Class teacher to be called upon (one LTS to go to staff room and ask for class teacher for that child)
- Fill out Lunchtime incident form to be handed to the class teacher at the end of lunchtime.



HIGH LEVEL

Repeated hurting others

Running from staff

Racist incidents

- Fill in Lunchtime incident sheet to be handed to the class teacher.
- Phase Manager to be called upon (one LTS to go to Phase Manager and ask for their support with the child).
- Action taken by SLT

Positive Handling Strategies and MAPA

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or violent behaviour. These include but are not limited to:

- Pivotal Training strategies
- humour
- verbal advice and support
- firm clear directions linked to school Rules
- limited choices
- distraction
- reassurance
- adult swap
- success reminders
- reminders about consequences

If these strategies do not work some staff are MAPA trained and will use these strategies to keep children and adults safe from harm.

These strategies may involve positive handling or 'holding' techniques. These are a last resort. If a child needs positive handling by a trained member of staff, a dynamic risk assessment is carried out prior to any action. Once the incident is resolved it is recorded in a bound and numbered book which is monitored regularly. Parents are also informed.

Trained staff keep up to date with all developments and correct strategies and holds on a regular basis. All incidents are followed by a 'debrief' in order to adapt practice for the future.

Behaviour and Special Educational Needs (SEND)

The SENCO/ School may need to draw upon specialist support and advice from external agencies e.g. Educational Psychologist, School Nurse, GP, CAMHS.

Dudley Inclusive Pathways guidance document will be followed (Appendix 5).

Exclusion

Dudley DSC (Directorate of Children's Service) Policy is followed when making an exclusion. Dudley Inclusive Pathways guidance document will be followed (Appendix 5).

There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually an exclusion results from escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviours exhibited in school.

An exclusion may be given for repetition of inappropriate or unsafe behaviours. In some cases where behaviour is very extreme an exclusion is likely to be given immediately. In this instance an adult with parental responsibility will be called to collect their child from school with immediate effect. Exclusions can be short term i.e. 1, 2, 3, 4 days at a time. A child may be excluded for a number of short term exclusions. Work is always sent home with an exclusion leaflet and letter explaining the reasons for exclusion. On return to school, the child is always welcomed back by a Senior Leader (where possible). It may also be deemed appropriate for a child to return to school on a Reduction in Pupil Entitlement (RIPE) Plan.

At Woodside, exclusions are likely to be triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils, including running around the school building and school site and leaving the school premises
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Assistant Head teachers, Deputy Head teacher, Head teacher or Chief Executive Officer (CEO).
- If the behaviour continues the school may decide to utilise the Parenting Contracts developed by the LA.

Internal Exclusion

An internal inclusion may be issued for a variety of reasons and may include break times and/ or lunchtimes. A member of the Senior Leadership Team will issue internal exclusions and they will determine how long this will be for on a case-by-case basis.

Trust Internal Placement (TIP)

A Trust internal placement may be considered before a pupil is given a fixed term or permanent exclusion. This means that the pupil will be expected to attend one of the other schools within the Trust for a fixed period. This placement does not depend on agreement with the parents – it will be the decision of the Head teachers and the CEO of the Trust as to whether this approach is in the best interest of the pupils in order to avoid a fixed term or possible permanent exclusion. The Head teachers and the CEO will determine how long this will be for on a case-by-case basis. If parent refuse to support this then the pupils absence will be recorded as an unauthorised absence.

Permanent Exclusion

When issuing a permanent exclusion the school will follow the DfE statutory guidance exclusion for maintained schools, academies and pupil referral units in England (2017).

There is no set pattern as to when permanent exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually, permanent exclusion results from consistent breaches of the school behaviour policy over time or escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviour exhibited in school. However, in some cases behaviour is so extreme that permanent exclusion is issued immediately.

In such serious cases advice is sought and guidance followed from the Dudley Local Authority Exclusion Officer. When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

Dudley Primary Fair Access Protocol, which has been in place since September 2017, may be used to seek alternative provision in some cases.

Related Policies

- Safeguarding
- Anti-Bullying
- Online Safety
- Special Educational Needs and Disability Policy

Appendix 1

Emotion Coaching:

At Woodside we use emotion coaching as a strategy to help pupils manage their feelings and behaviour effectively. It is based in deep research and is effective in our school. Emotion coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them.

Staff use a practical three-step approach to dealing with behaviour in the moment:

Step 1 - Recognising, empathising, validating a young person's feelings and labelling them

Step 2 - Setting limits on behaviour

Step 3 - Problem-solving with the child or young person

Staff will empathise with pupils' feelings before engaging in discussion with pupils about behaviour, next steps or sanctions (where appropriate). This approach preserves the dignity of our pupils and enables staff to effectively deal with high emotional behaviour calmly.

Pupil Name: _____ Date: _____

What happened?



What were you thinking at the time? _____



What have you thought about since?



Who was affected?



How can you make things right? _____



Carried out by: _____

Appendix 3

Pastoral menu for support

Support available	What does this look like?	How to access support?
Behaviour Provision	<ul style="list-style-type: none"> • Individual Behaviour Plan (IBP): The Pastoral Team will set up an IBP with the child. This will include clear targets for the pupil to work on and support strategies. The IBP will be shared with class teacher and parents and will be monitored and reviewed weekly. • Calm Zone support: Where possible the Pastoral team can be called upon by the use of the Red Triangle to assist staff in serious incidents where pupils may need access to the 'Calm Zone'. • TIP placements: The pastoral team will keep a diary of when TIP placements occur. Pupils will be based in the pastoral office with their support staff. • Behaviour analysis including Reflection Zone analysis: The Pastoral Team will analyse this data weekly. 	Reflection zone analysis CPOMS update Red Triangle for emergency support
Bereavement support	Family Bereavement: <ul style="list-style-type: none"> • Family contact: The pastoral team will contact the family to offer support. The family will be asked how much and what the child already knows and how they have been involved. It will be explained to the family how the school can be involved to support the child and family. Children's records will be updated as appropriate. • Support sessions: An initial one-to-one session with a member of the pastoral team will be arranged as soon as possible after the pupil returns to school. Additional sessions to be arranged as appropriate. • Resources: The pastoral team will share resources with class teacher/TA to give guidance and support. • Outside Agency Support: If required the pastoral team will make referrals to outside agencies to provide additional support e.g. the school nurse, Psychological Service, Edwards Trust. 	CPOMS - Bereavement tab Refer to class bereavement pack Refer to school bereavement policy
Personalised 1:1 sessions	<ul style="list-style-type: none"> • 1:1 pastoral support: The pastoral team can offer 1:1 personalised programmes of work which are completed over a 6 week period and then reviewed. These can cover a range of areas including anger management, self-esteem, low mood or pupils in care. • Outside Agency Support: If required the Pastoral Team can provide support with referrals to outside agencies e.g. the School Nurse, Educational Psychology Service, CAMHS. • Wishes and Feelings: As part of the Early Help process the Pastoral Team can support pupils to complete wishes and feelings work to be shared with the Early Help team. • Well-being check- ins: The Pastoral Team can check-in with key pupils on a regular basis. This may be a follow up to direct 1:1 work or linked to Early Help, Child in Need or Child Protection plans in place. 	CPOMS Pastoral tab reference -1:1 support. Leuven Scale 1-3
	Rise and Shine	<ul style="list-style-type: none"> • Breakfast Provision: Woodside's 'Rise and Shine' breakfast provision draws on the principals of nurture, with regards to the importance of sharing food. This provision can be helpful in supporting some pupils to transition successfully into school. When children arrive they will be supported to complete an emotion scale and given the opportunity to discuss how they are feeling, while sharing breakfast with peers in a home like setting.

Nurture provision	Early Birds	<ul style="list-style-type: none"> • Lunch Provision: Woodside’s ‘Early Birds’ lunch provision provides support to pupils that may find the dinner hall or playground difficult to manage. This may be due to sensory difficulties, communication and interaction difficulties or social and emotional needs. The group are collected at 11.50 in order to access the dining hall at its quietest time. Children will access a designated table. Some pupils may need support and encouragement with eating or a food diary kept. Following lunch, the children can access the Nurture room and will be supported by the pastoral team to develop their social interaction skills through board games or small world activities, have the chance to access mindful colouring activities or calm time in the multi-sensory room. 	<p>CPOMS – Pastoral tab ref: Lunch Provision</p> <p>Leuven Scale 1-3</p>
	Family Time	<ul style="list-style-type: none"> • Small group work with siblings: This family provision can be set up to support siblings within school on a termly basis. This would be available to families where an Early Help Assessment has occurred or where pupils are subject to a Child Protection (CP) or Child in Need (CIN) Plan. 	<p>This would be identified by the Pastoral team.</p>
	Nurture Group	<p>Nurture Group intervention:</p> <ul style="list-style-type: none"> • Meaningful sessions are planned in line with the needs of the pupils as identified in the Boxall Profile. The Nurture Group is based on six key principals where a termly theme is used to provide a stimulating and fun environment for the children. This will support pupils to make improvements in line with the Boxall Profile and develop their Social, Emotional and Mental Health. • Staff will work in partnership with class teachers and parents to enable consistency of approach, both at home and at school. • Sessions will take place during the afternoon. Children <u>will be collected</u> from class at 1:35pm and returned to class at 3:00pm. 	<p>CPOMS- Pastoral tab reference: Nurture Group</p> <p>Leuven Scale 1-3</p>

Appendix 4

High level behaviour criteria guide

This is what severe behaviour/disruption is likely to include:

- Bullying
- Peer on Peer abuse.
- Racist/homophobic behaviour. The definition of a racist incident is “any incident which is perceived to be racist by the victim or any other person”.

This could include:

- o Derogatory name calling, insults, racist jokes and language
- o Racist graffiti
- o Incitement of others to behave in a racist way
- o Racist comments in the course of discussions in formal and informal settings
- o Ridicule of an individual for cultural or religious differences e.g. food, music
- o Refusal to co-operate with others because of race or ethnic origins

- Repeated violence (any violent incident should be recorded)
- Repeated bad language
- Damage to property
- Stealing
- Threatening behaviour towards an adult
- Any behaviours that constitute a health and safety risk to themselves or others such as running around school both inside or out in the schools grounds.
- Running out of school is deemed to be grounds for exclusion.

Covid-19 amendment- High Risk

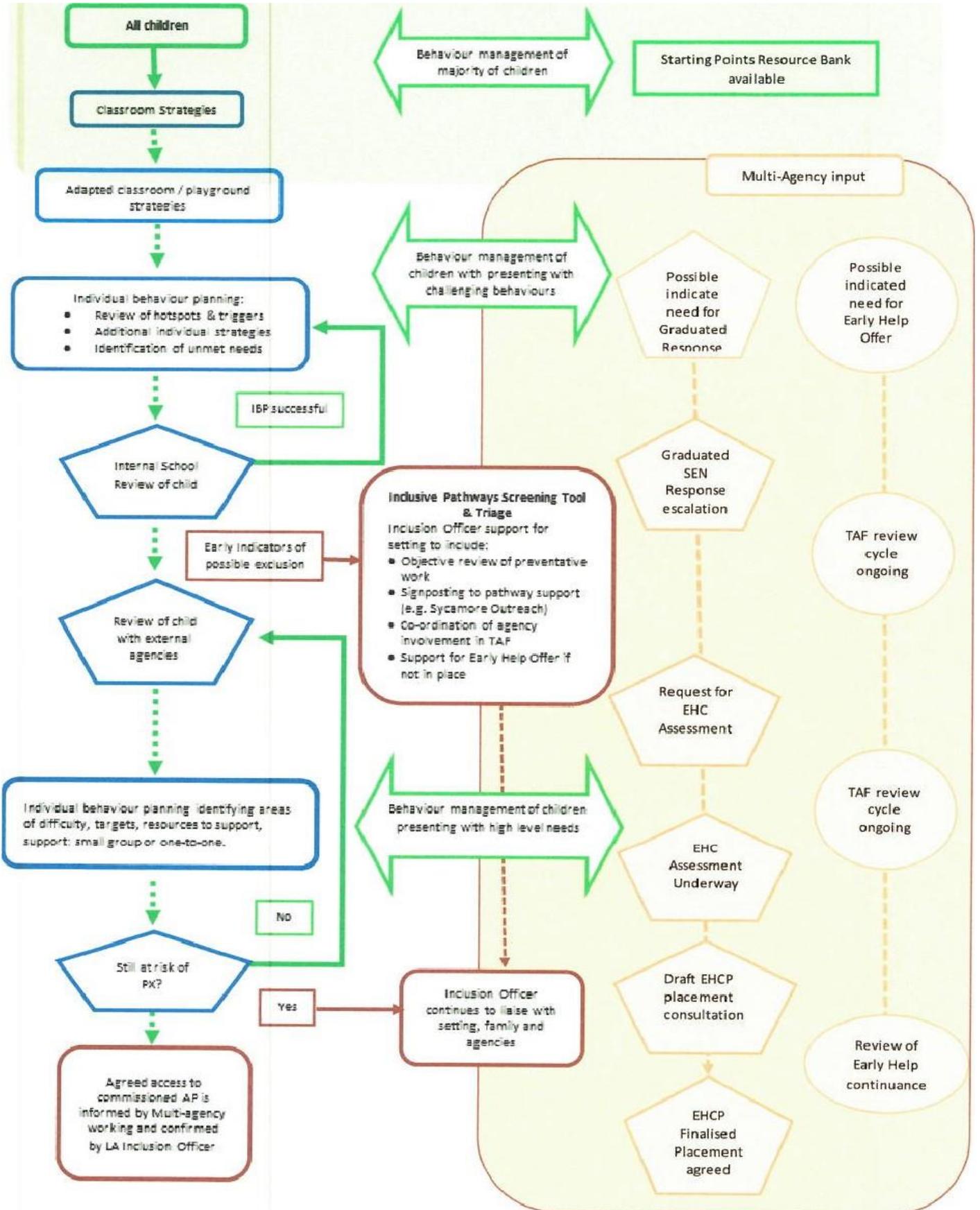
If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

- 1. Referral to Headteacher**
- 2. Parents/Carers called to collect child from school immediately**
- 3. Immediate swap from onsite education offer to online/virtual education offer**
- 4. Fixed term exclusion**
- 5. Permanent exclusion**

Appendix 5

Inclusion Flowchart

A flowchart of actions for schools/settings & Dudley Local Authority to prevent permanent exclusion and ensure children's needs are met.



Inclusive Pathways Flowchart CYP & EHCP

This Flowchart combines Statutory Process and potential for Inclusive Pathways screening for CYP at Risk of Exclusion. **All settings are reminded that inability to meet need must not be a reason for Permanent Exclusion.**

