

# Behaviour Policy

## 2023-2024

*Care - Aspire - Achieve*

Policy Tracker - Responsibility for monitoring this policy: Executive Headteacher / Headteacher			
Date	Reviewed By:	Role	Date approved/received by the Governing Board
September 2020	Hollie Jennings and Sally Bloomer	Assistant Headteacher and Headteacher	Autumn 2020
January 2021	Hollie Jennings and Sally Bloomer	Assistant Headteacher and Headteacher	Spring 2021
March 2021	Hollie Jennings and Sally Bloomer	Assistant Headteacher and Headteacher	Spring 2021
September 2021	Hollie Jennings and Sally Bloomer	Assistant Headteacher and Headteacher	Autumn 2021
September 2022	Hollie Jennings and Sally Bloomer	Assistant Headteacher and Headteacher	Autumn 2022
September 2023	Hollie Jennings and Sally Bloomer	Assistant Headteacher and Headteacher	Autumn 2023
February 2024	Hollie Jennings and Sally Bloomer	Assistant Headteacher and Headteacher	

## Introduction

At Woodside Primary School and Nursery, all adults are responsible for the behaviour of all children. We adhere to a whole school approach to addressing behaviour, with our 'School Rules'-

**Ready, Respectful and Safe** and our 'Behaviour Pathway' displayed in every classroom and referred to. The 'Behaviour Pathway' links directly to rewards and consequences.

## Aims and objectives

At Woodside we want to promote a positive climate where:

- Agreed expectations are established and acted upon fairly and consistently. Most children know the consequences of negative behaviour. They understand 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.
- Poor behaviour is monitored, and appropriate strategies applied.
- Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- Care is taken of each other, our property and our school.
- Parents are involved in the process of promoting high standards of behaviour. Parents are informed of school expectations, rewards and consequences, and are involved at an early stage when problems occur.
- Work within classrooms takes account of individual ability and needs.
- Children are helped to understand that they have a responsibility for their own actions and that they affect others.
- Fair treatment of all is ensured in line with protected characteristics (Equality Act 2010 - disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation).
- The efforts and contributions of all are valued.
- To set out guidance for how staff use rewards, consequences and behaviour management strategies in order to promote the welfare of all our pupils as well as safeguard them linking to Keeping Children Safe in Education (KCSiE 2023).
- Ensure that Relationships Education, School Councils, Pupil surveys, and Circle Time give pupils the opportunity to discuss any issues arising from children's behaviour.

## Legal Framework

This policy has due regard to statutory legislation, including but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)
- Keeping Children Safe in Education 2023
- DfE 'Behaviour in Schools, Advice for head teachers and school staff' 2022
- DfE guidance on searching, screening and confiscation 2022.

## Roles and Responsibilities

### **Governing Body**

The Governing Body has responsibility to:

- set the framework of the school's policy on pupils conduct;
- ensure that the school complies with this policy;
- ensure the school complies with its legal duty to make reasonable adjustments for SEND pupils;
- delegate powers and responsibilities to the Executive Head teacher/ Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegate powers and responsibilities to the Executive Headteacher/ Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- support the Executive Headteacher/ Headteacher and school personnel in maintaining high standards of behaviour;
- to ensure that the school complies with all equality's legislation;

- to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- ensure this policy and all policies are maintained and updated regularly;
- ensure all policies are made available to parents;
- responsibility to review and monitor the application and implementation of this policy by receiving regular reports from the Executive Headteacher/Headteacher on behavioural sanctions and support in place for pupils. Governors will scrutinize relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken.

**The Executive Headteacher and Headteacher will:**

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure that staff are supported and up to date with policy changes.
- communicate the contents of this policy with parents/carers to ensure that the school's expectations are transparent, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies.
- ensure all school personnel make reasonable adjustments for pupils with SEND or additional needs;
- work hard with everyone in the school community to create an ethos that shows our school values and rules;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- review and monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy
- monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular characteristics.
- act as a source of support and guidance for staff on behaviour management strategies and discipline, providing training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with Pupil Lead teams within the school;
- undertake classroom monitoring and CPOM checks;
- work with external agencies;

**Staff are expected to:**

- communicate the contents of this policy to all pupils and parents to ensure that the school's expectations are transparent, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- comply with the policy
- uphold and be advocates of the school values and school rules.
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need. Recognise that there may be contributory factors which affect pupil's behaviour and respond accordingly to individual need;
- be positive ambassadors of the school at all times, through their professional behaviour and conduct. Contribute to the development of systems which support and reinforce positive behaviour;
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND – as well as the additional challenges that some vulnerable pupils may face. Make reasonable adjustments for disabled pupils as required.
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support such as more frequent engagement with parents and external support agencies, consideration of IBP (with set targets), EHCP, Early Help.
- promote self-discipline amongst pupils including modelling self-regulation and de-escalation strategies;

- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- challenge pupils to meet school expectations and maintain the boundaries of acceptable conduct, ensuring pupils' education is not jeopardized by disruptive behaviour.
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.
- report any concerns they have on any aspect of the school community
- record incidents of poor behaviour and provide praise, rewards and reinforce positive behaviour.
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents as directed if there are any concerns or problems that affect their child's work or behaviour
- aid pupil transition between year groups and if new to the school
- monitor the attitude, effort and quality of the pupil's work
- ensure the schools learning environment is quiet, calm, orderly and safe

#### **Pupils are expected to:**

- be aware of and comply with this policy
- uphold our school rules and values within school and in the surrounding community
- show consideration to others in school and online
- act as positive ambassadors and representatives of Woodside Primary School and Nursery through their exemplary behaviour;
- work to the best of their ability and effort at all times, whilst allowing other pupils to do the same;
- co-operate with other pupils and members of staff in order to create a positive learning environment;
- make suggestions about school behaviour via pupil leaders when applicable;
- obey all health and safety regulations in all areas of the school;
- ask for further help if they do not understand;

#### **Parents/carers play an important role in ensuring good behaviour from their children.**

##### **Parents / carers are expected to:**

- support the school in the application and enforcement of this policy, school rules, values and sanctions;
- inform the school of any challenging behaviour exhibited at home, SEND or changes in circumstances that may account for changes in their child's behaviour
- ensure their child attends school on time, appropriately dressed, fed, rested and equipped
- work with school in support of their child's learning
- attend meetings to discuss their child's behaviour, including parent evenings and discussions about their child's progress, if reasonably possible
- inform the school in writing of any medication their child needs to take
- in the case of suspension, provide appropriate supervision for their child during the period of suspension, ensuring their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.
- have good relations with the school;
- ensure their children understand and value the meaning of good behaviour;
- be asked to take part in periodic surveys conducted by the school;
- monitor their child's behaviour online and reinforce the SMART rules.

We also communicate behaviour to parents, positive and negative, through the pupil planner.



# School Rules

**Ready**

**Respectful**

**Safe**



**Woodside's Behaviour Pathway:**

<b>Behaviour Pathway</b>	
<b>Class display</b>	<b>Reward/Consequence</b>
<b>I have shown an excellent attitude to behaviour and learning this half term</b>	<b>Hot Chocolate Hero!</b> Hot chocolate with the Head teacher.
<b>I have shown a positive attitude to behaviour and learning this week</b>	<b>Wonder of Woodside! (WOW)</b> recognition in assembly with the Deputy Headteacher.
<b>I am being a great role model to others and demonstrating the school rules consistently (Gold)</b>	Gold sticker placed in planner
<b>I am continuing to make great choices (Silver)</b>	Silver sticker placed in planner
<b>I am making some good choices (Bronze)</b>	Bronze sticker placed in planner at the end of each week
<b>I am ready to learn and trying my best</b>	Verbal Praise from teacher explaining what has gone well.
<b>I need to think about my actions and make better choices</b>	Verbal warning
<b>I am not making good choices</b>	Change position in class
<b>I am continuing to not make good choices</b>	Change position to partner class if appropriate
<b>I have continued to make wrong choices and need to reflect on these</b>	<b>Reflection Zone 1</b> Loss of playtime/lunchtime/s to reflect on their behaviour.
<b>I have continued to make wrong choices and need to reflect on these</b>	<b>Reflection Zone 2</b> Loss of playtime/lunchtime/s to reflect on their behaviour.
	<b>Reflection Zone 3</b> Loss of playtime/lunchtime/s to reflect on their behaviour.
<b>My behaviour has impacted on myself and/or others. I have failed to demonstrate one or more of our school behaviour rules.</b>	<b>Sent to senior leader</b> To decide on sanction which may include loss of playtime/lunchtime/suspension /school internal placement/Trust internal placement
<b>My behaviour has impacted on myself and/or others. I have failed to demonstrate one or more of our school rules.</b>	Incident for the immediate attention of Deputy Headteacher or Head Teacher. <i>-School Internal Placement or Trust Internal Placement</i> <i>-Suspension</i> <i>-Permanent Exclusion</i>

## **Rewards**

The school believes it is important to encourage good conduct throughout school by celebrating and rewarding good behaviour. The behaviour policy focuses on positive behaviour as well as negative. Good behaviour and effort are encouraged and rewarded, publicised and used as a model for others to follow. Examples of good behaviour will be highlighted and acknowledged by a well-structured system of rewards that ensures consistency across the school. We use a behaviour pathway in the classrooms to support the behaviour policy. Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities and so build self-esteem.

## **Skills Builder**

At Woodside, we use the Skills Builder framework as a way of supporting our children to gain the essential skills to succeed in education and in their future employment. We educate the children, throughout the curriculum, in these areas of the framework:



Each area of the framework is broken down into small, achievable steps. We use the different areas of the framework to give specific positive praise linked to these small steps, e.g. 'You have shown great problem solving by \_\_\_\_.' By recognising when these children display behaviours linked to these skills, we are actively promoting their personal development throughout the school day.

## **Early Years Foundation Stage**

We value children's efforts, interests and purposes as instrumental to successful learning. We are careful with rewards and praise, always being specific. We give feedback on the process rather than rely on external rewards. We support children's Personal, Social and Emotional Development (PSED) through a rich curriculum where children have regular opportunities with their key person, small group and in circle time to learn how to manage their feelings and become aware of how their own actions affect others. This is an important aspect of our curriculum in order to establish foundations in behaviour and relationships as the children move through school. Within the early years we also begin to teach the children about self-regulation and strategies they can use to "up regulate" or "down regulate" their behaviour.

## **EYFS, Key Stage 1 and 2**

Each class follow the school's behaviour system. Rewards are tailored to meet the age, needs and interests of pupils and include the following:

- Children displaying good behaviour are given praise
- Written comments on work
- Stickers / stamps to stick on work or to wear
- Telling parents (verbally or written)
- Praise postcards sent home from senior leaders
- House points awarded for good work/effort
- Achievement awards/certificates/badges for sport, swimming and other achievements
- Work featured in newsletters / school website/ Google Classroom /Tapestry
- Recognition in front of the group, class or whole school during assembly
- Sporting awards
- Pupils may also be sent to Headteacher/SLT to share achievement and receive sticker.

### **House points**

House points are also awarded for good behaviour, work and effort. Every child belongs to a House Team, and they can earn house points that feed into the collective total for their team (Diamond, Ruby, Sapphire and Emerald). Staff are reminded to recognise all pupils for House Points. In this way, the rewards system is significant in recognising and motivating children of all abilities and character. Individual house points are also counted towards a collective score for the team. House points are announced in weekly assemblies to keep pupils motivated. The winning team has a non-uniform day each term and the winning teams house captains collect the trophy during the final assembly. Collective house points are collected each week by the house captains.

### **Social Emotional and Mental Health Pathway**

We use an additional pathway, to support children and families, when a child displays behaviours - which indicate to us that their social, emotional and mental health needs are not being met, either in or out of school. (See Social, Emotional and Mental Health Pathway)

### **Sanctions**

Staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing the behaviour. This could also be a targeted discussion with the pupil, including explaining what they did wrong, labelling their emotions, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The school recognises the importance of effective home-school communication and will endeavour to communicate with parents, regarding students' behaviour when necessary.

Whenever possible, reprimands should not be public or shared with parents/carers other than when it relates to their own child. They should concentrate on the behaviour, rather than the child e.g. 'that was an unkind thing to say' rather than 'you are unkind'.

Senior Leaders monitor behaviour incidents across school to identify further actions and support that may be required for individuals or groups of children.

***The following examples of inappropriate behaviour may include, but are not limited to, the following and will not be tolerated:***

- Consistently not following instructions
- Low level disruption that then disrupts the learning within the classroom.
- Disrespect/Disobedience to any adult in the school community
- Disrespect of people and property
- Answering back inappropriately
- Lying
- Swearing,
- Fighting
- Name-calling

### **Emotion Coaching**

At Woodside we use emotion coaching as a strategy to help pupils manage their feelings and behaviour effectively. 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 the 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 consequences (where appropriate). This approach preserves the dignity of our pupils and enables staff to effectively deal with high emotional behaviour calmly. Staff are trained in this approach.



## **Conflict resolution**

We adopt the emotion coaching approach to conflict resolution. Strategies for 'teaching' particular behaviours:

1. Approach calmly, stopping any hurtful verbal and/or physical actions - place yourself between the children, on their level. Use a calm voice and gentle touch. Remain neutral rather than take sides. Set the limit and explain why this cannot continue e.g. "It's not okay to (label the behaviour). I am afraid someone will get hurt/they have been hurt."
2. Acknowledge children's feelings - "You look really upset." Let children know you need to hold any object in question.
3. Gather information - "What's the problem?"
4. Restate the problem - "So the problem is..."
5. Ask for ideas for solutions and choose one together - "What can we do to solve this problem?" Encourage children to think of a solution.
6. Be prepared to give follow-up support - "You solved the problem!" Stay near the children.
7. **Swearing** - Set the limit saying "we use kind words".

## **Destructive behaviour**

Stop the destructive behaviour. Use calming strategies if needed. Explain why they can't continue. Talk about their feelings, what the problem is and how to solve it. The child will then be asked to tidy up and/or repair items if possible. If a child continues to demonstrate 'challenging behaviour' we will continue to use the above strategies in addition to using our visual behaviour chart.

On occasions such as extreme physical aggression or persistent aggressive or disruptive behaviour, the Executive Headteacher/ Headteacher will be consulted. The SENDCo may also become involved. In these cases, a child may be moved directly to a more severe sanction and parents contacted.

Over time, if a child is showing extreme behaviours which are not able to be managed within the school's behaviour policy and it looks likely that the child is a risk of suspension/permanent exclusion, Dudley Inclusive Pathways guidance will be followed (**appendix 5 and 6**).

## **Online Safety and data protection**

Woodside Primary takes online safety seriously and takes significant steps to protect staff and pupils when working with devices and online. By signing our Acceptable Use Agreements staff and pupils are agreeing to use all devices and log on credentials responsibly. In the event of breaches of this agreement the following applies (HVT Online Safety Policy).

School have the right to take, examine and search users' devices in the case of misuse (England only). Full guidance for schools on the above is found at: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In such cases, a full investigation will be carried out by Senior Leaders, and they will communicate with all parties involved (pupils, teachers and parents).

## **Sanction for inappropriate use of technology**

As stated in our Acceptable Use Agreement, sanctions may be required for misuse of devices (including mobile phones), technology or online resources.

*"I understand that if I fail to comply with this acceptable use agreement, I may be subject to a sanction within school."*  
(HVT Acceptable Use Agreement)

This could include:

- Loss of access to school network
- Loss of use of internet in school
- Suspension of credentials and school online accounts

In all cases parents will be informed of any actions and sanctions. In the event of illegal activities, a flow chart action plan will be followed (see Online Safety Policy) and this will include involvement of the police.

Behaviour	Class display	Reward/Consequence	Staff action
Recognition of consistent excellent attitudes to behaviour and learning	<b>I have shown an excellent attitude to behaviour and learning this half term</b>	<b>Hot Chocolate Hero!</b> Hot chocolate with the Head teacher.	<ul style="list-style-type: none"> <li>Staff to select <b>2 pupils</b> per class to be a 'Hot chocolate hero' due to continued excellent attitude to behaviour and learning each half term.</li> <li>Certificate and Award to go home.</li> <li>Pupils name will be added to the Hot Chocolate hero display board.</li> <li>Staff will identify which pupils have been selected for this award in a Hot Chocolate Hero tracking file.</li> </ul>
Continued positive attitude to behaviour and learning over the week	<b>I have shown a positive attitude to behaviour and learning this week</b>	<b>Wonder of Woodside! (WOW)</b> recognition in assembly with the Deputy Headteacher.	<ul style="list-style-type: none"> <li>Staff to select <b>1 pupil</b> each week who are displaying continued positive attitudes to behaviour and/or learning.</li> <li>Pupils will receive a Wonder of Woodside (WOW) Certificate in assembly stating what they have done well.</li> <li>Class teacher keeps a record of pupils who have received WOWs</li> </ul>
Being a great role model to others and demonstrating the school rules consistently.	<b>I am being a great role model to others and demonstrating the school rules consistently (Gold)</b>	Gold sticker placed in planner	<ul style="list-style-type: none"> <li>Class teacher to place a <b>Gold sticker</b> in pupil's Planner at the end of each week</li> </ul>
Continuing to make great choices.	<b>I am continuing to make great choices (Silver)</b>	Silver sticker placed in planner	<ul style="list-style-type: none"> <li>Class teacher to place a <b>Silver sticker</b> in pupil's Planner at the end of each week</li> </ul>
Making some good choices	<b>I am making some good choices (Bronze)</b>	Bronze sticker placed in planner at the end of each week	<ul style="list-style-type: none"> <li>Class teacher to place a <b>Bronze sticker</b> in pupil's Planner at the end of each week</li> </ul>
Positive attitude to behaviour and learning	<b>I am ready to learn and trying my best</b>	Verbal Praise from teacher explaining what has gone well.	<ul style="list-style-type: none"> <li>Class teacher to give <b>explicit verbal praise</b> e.g. 'You are sharing equipment with your peer.'</li> </ul>
First time a rule is broken	<b>I need to think about my actions and make better choices</b>	Verbal warning	<ul style="list-style-type: none"> <li>Teacher to give <b>explicit verbal warning</b> – identifying the rule that has been broken.</li> <li>Teacher to remind pupil about Woodside's rules (<b>Ready, Respectful and Safe</b>).</li> </ul>
Second time of disruption/ unacceptable behaviour	<b>I am not making good choices</b>	Change position in class	<ul style="list-style-type: none"> <li>The teacher will have a <b>conversation with the child</b> about their behaviour and consider support strategies for their behaviour to improve.</li> <li>This may include accessing their class regulation station and its regulation tools.</li> <li><b>Record behaviour in pupil's planners</b> linking it to the school rules.</li> </ul>
Third time of disruption/ unacceptable behaviour	<b>I am continuing to not make good choices</b>	Change position to partner class if appropriate	<ul style="list-style-type: none"> <li>Time to calm in another classroom.</li> <li>The class teacher will have a restorative <b>conversation with the child</b> about their behaviour and consider support strategies for their behaviour to improve when they <b>return to class</b>.</li> <li><b>Record behaviour in pupil's planners</b> linking it to the school rules.</li> <li>Class teacher to <b>communicate to parents/carers and log on CPOMS as Behaviour - Medium Level</b>.</li> </ul>

<p>Continued disruption, persistent or extreme negative behaviour or attitudes</p>	<p><b>I have continued to make wrong choices and need to reflect on these</b></p>	<p><b>Reflection Zone 1</b></p> <p>Loss of playtime/lunchtime/s to reflect on their behaviour.</p>	<ul style="list-style-type: none"> <li>• <b>Class teacher</b> to refer to a member of the <b>Senior Leadership Team (SLT)</b>. The number of days for reflection zone 1 will be decided on a case-by-case basis by SLT.</li> <li>• <b>Class teacher to record incident on CPOMs as - Behaviour High level.</b></li> <li>• <b>Class teacher</b> to supervise loss of break time play.</li> <li>• <b>Senior leader</b> to supervise loss of lunchtime.</li> <li>• Reflection Zone Restorative Conversation Sheet completed with the pupil by SLT and placed in Reflection Zone folder for processing.</li> <li>• Class teacher to discuss with parent.</li> <li>• <b>Reflection Zone Letter 1 sent home</b></li> <li>• Pastoral lead to upload copy of reflection zone record sheet to CPOMS – <b>recorded under High Level.</b></li> </ul>
<p>Severe disruption/incident persistent or extreme negative behaviour or attitudes</p>	<p><b>I have continued to make wrong choices and need to reflect on these</b></p>	<p><b>Reflection Zone 2</b></p> <p>Loss of playtime/lunchtime/s to reflect on their behaviour.</p>	<ul style="list-style-type: none"> <li>• <b>Class teacher</b> to refer to a member of the <b>Senior Leadership Team (SLT)</b>. The number of days for reflection zone 2 will be decided on a case-by-case basis by SLT.</li> <li>• <b>Class teacher to record incident on CPOMs as - Behaviour High level.</b></li> <li>• <b>Senior leader</b> to supervise loss of playtime/lunchtime</li> <li>• Reflection Zone Restorative Conversation Sheet completed with the pupil by SLT and placed in Reflection Zone folder for processing.</li> <li>• <b>Parent/carer invited to meeting with class teacher</b></li> <li>• <b>Reflection zone letter 2 sent home</b></li> <li>• Pastoral lead to upload copy of reflection zone record sheet to CPOMS – <b>recorded under High Level.</b></li> <li>• <i>Pastoral Team <b>may</b> initiate Individual Behaviour Plan (IBP) including ABC charts – sent to pastoral team at the end of each week to be processed.</i></li> <li>• <i>Outside agency may become involved e.g. Educational Psychology cycles of support. 1:1 Sycamore Centre support</i></li> </ul>
	<p><b>Reflection Zone 3</b></p> <p>Loss of playtime/lunchtime/s to reflect on their behaviour.</p>	<ul style="list-style-type: none"> <li>• <b>Class teacher</b> to refer to a member of the <b>Senior Leadership Team (SLT)</b>. The number of days for reflection zone 3 will be decided on a case-by-case basis by SLT.</li> <li>• <b>Class teacher to record incident on CPOMs as - Behaviour High level.</b></li> <li>• <b>Senior leader</b> to supervise loss of playtime/lunchtime</li> <li>• Reflection Zone Restorative Conversation Sheet completed with the pupil by SLT and placed in Reflection Zone folder for processing.</li> <li>• <b>Parent/carer invited to meet with a member of SLT</b></li> <li>• <b>Reflection letter 3 sent home</b></li> <li>• <i>Pastoral Team <b>will</b> initiate Individual Behaviour Plan (IBP) including ABC charts – sent to pastoral team at the end of each week to be processed.</i></li> <li>• <i>Outside agency may become involved e.g. Educational Psychology cycles of support. 1:1 Sycamore Centre support</i></li> </ul>	

<p>Severe incident (Instant entry level for child-on-child abuse).</p>	<p><b>My behaviour has impacted on myself and/or others. I have failed to demonstrate one or more of our school behaviour rules.</b></p>	<p style="text-align: center;"><b>Sent to senior leader</b></p> <p>To decide on sanction which may include loss of playtime/lunchtime/suspension /school internal placement/Trust internal placement</p>	<ul style="list-style-type: none"> <li>• Senior leader to undertake or direct an appropriate member of staff to use the reflection sheets and back chaining method to think about how they can repair the relationship with the child they were physically aggressive towards.</li> <li>• As directed by a senior leader class teacher to record abusers' behaviour on CPOMS. Record as Behaviour – <b>High level</b>, child-on-child abuse. Use initials for pupils and provide description of incident and actions undertaken. Linked students option not required.</li> <li>• As directed by a senior leader class teacher to record and provide support for the pupil (victim) who has been hurt. Record on CPOMS under Pastoral – child-on-child victim. Use initials for pupils and provide description of support. Linked students option not required.</li> <li>• Contact both sets of parents and log discussions on CPOMS.</li> </ul>
<p>Severe disruption/incident  (Direct entry into this level for severe incidents instead of moving through the above process)</p>	<p><b>My behaviour has impacted on myself and/or others. I have failed to demonstrate one or more of our school rules.</b></p>	<p>Incident for the immediate attention of Deputy Headteacher or Head Teacher.</p> <p>-School Internal Placement or Trust Internal Placement -Suspension -Permanent Exclusion</p>	<ul style="list-style-type: none"> <li>• Serious pre-exclusion incidents will be dealt with by Headteacher who will discuss the incident with the Parents/carer and the child.</li> <li>• <b>School Internal Placement or a Trust Internal Placement</b> may be implemented.</li> <li>• <b>Suspension may be implemented.</b></li> <li>• Call to parent and letter to parent sent regarding suspension including number of days.</li> <li>• Lead staff member to record on CPOMS as it has now reached a level of continued disruption or extreme negative behaviour/attitudes. All staff involved to record on CPOMS – <b>Behaviour – High Level.</b></li> <li>• Inclusion Pathway support to be sought.</li> <li>• <i>Pastoral Team will initiate <b>Individual Behaviour Plan (IBP)</b> including ABC charts – sent to pastoral at the end of each week to be processed. (Evidence gathering commences).</i></li> <li>• <i>Outside agency involvement e.g. Educational Psychology cycles of support. 1:1 Sycamore Outreach; police; youth justice support; here for youth; Barnardo's; Phase Trust</i></li> <li>• <i>Early Help to be offered where appropriate.</i></li> <li>• <i>A request for support from Children's Services where appropriate.</i></li> </ul>

### Child on Child Abuse

The child will receive a consequence in the form of loss of lunchtime/s as a result of using physical aggression towards another child (including retaliation). This will be deemed to be child on child abuse as set out in Keeping Children Safe in Education 2023. Parents of both children will be contacted. During the time when a child misses lunchtime/s, work will be carried out with the child, and the child will think about how they can repair the relationship with the child they were physically aggressive towards. This could be done using 'back-chaining' (**appendix 1**) or a restorative meeting sheet (**appendix 2**). Completed Restorative meeting sheets are kept by the Head Teacher and monitored by Senior Leadership Team.

In the event of child-on-child abuse, in addition to a suitable sanction being issued, both the victim and the perpetrator receive support in an appropriate form, using members of the pastoral team or another appropriate adults. Details of this support is recorded as actions following the recorded incident on the Safeguarding Software (CPOMS). Parents of both children will be contacted, and these conversations will also be logged on CPOMS.

Over time, if a child is showing extreme behaviours, which are not able to be managed within the school's behaviour policy and it looks likely that the child is a risk of suspension or permanent exclusion, Dudley Inclusive Pathways guidance will be followed.

### **Sexual violence and sexual harassment**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

### **Bullying**

In instances of bullying, staff will follow our anti-bullying policy. In addition to a suitable sanction being issued, both the victim and the perpetrator of bullying will receive support so that bullying does not happen again. Parents of both the victim and perpetrator will be communicated with. The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy.

On occasions, such as extreme physical aggression or persistent aggressive or disruptive behaviour, the Executive Headteacher/Headteacher will be consulted. The SENDCo may also become involved. In these cases, a child may be moved directly to a more severe sanction and parents contacted.

### **Severe or persistent disruption**

***Severe disruption is likely to include, but is not limited to, the following and must be referred to a member of the Leadership Team:***

- Bullying – this is when children behave badly to each other over a sustained period (See anti bullying policy)
- Inappropriate use of technologies (see Online Safety policy)
- Racist/homophobic behaviour (criteria sourced from Dudley LA Standard Operating Procedure) the definition of racist incident is any incident which is perceived to be racist by the victim or any other person". This could include:
  - Derogatory name calling, insults, racist jokes and language
  - Racist graffiti
  - Incitement of others to behave in a racist way
  - Racist comments in the course of discussions in formal and informal settings
  - Ridicule of an individual for cultural or religious differences e.g. food, music
- Refusal to co-operate with others because of race or ethnic origins.
- Violence
- Repeated bad language.
- Damage to property
- Stealing
- Threatening and/or aggressive behaviour towards a child or adult
- Any behaviours that constitute a health and safety risk to themselves or others

The Leadership team will then decide the next step, which may include the implementation of a Individual Behaviour Plan (IBP), Trust Internal Placement suspension or permanent exclusion.

### **Management of severe or persistent disruptive behaviour**

#### **Antecedent Behaviour and Consequence Behaviour form**

ABC forms are used when there is a repeated pattern of negative behaviour. They are set up following consultation with parents, class teacher, SLT. ABC forms track pupil behaviour across the week and these are reviewed weekly. An ABC form is ideally only in place for 3 weeks. This enables staff and senior leaders to identify what is going well for the child, what triggers the child may experience which leads to disruptive behaviour and allows staff to reflect on what may need to be changed for the child to be successful the following day. In addition to this, school staff may

work with the child on emotions scaling work in order to support them to self-regulate. At the end of the three-week period a decision will be made as to whether the individual child would benefit from an Individual Behaviour Plan. (ABC forms are sent home weekly and a copy of the original charts are kept in school). **(Appendix 3)**

### **Individual Behaviour Plan (IBP)**

If behaviour continues to be an issue, then the relevant member of the Leadership Team, along with the SEND leader will put an Individual Behaviour Plan into place that would be agreed with the parent and shared with the child and the staff. Progress on this plan would be monitored closely.

#### ***Criteria for putting a child on an IBP:***

- Behaviour chart has been set up and proved unsuccessful.
- Repeated challenging behaviour.
- In danger of or has been suspended.
- Consistent low-level behaviour.
- School Nurse advice/involvement has been required.
- Advice has been sought from an external agency to modify the child's behaviour such as the Child and Adolescent Mental Health Service (CAMHS) or Children's Services

Parents are informed about why the decision to set up an IBP has been made. The child may be placed on the Special Educational Needs list at 'Class Action' as the school is making additional provision for the child.

The targets on the plan are clear and understood by the child. The IBP details overall targets which are broken down into smaller targets to achieve on a weekly basis. The targets are very specific, focusing on one or two wanted behaviours at a time. The targets are phrased in a positive way using the child's name, e.g. *This week I am looking for Susie to put her hand up when she wants to share something with the class.*

The rewards and consequences have meaning for the child, and they are shared with them. The consequences are phrased so that the child knows if they continue to behave/act in this way then it will lead to a loss of privileges/activities.

The rewards on the plan praise wanted behaviour and be such that the child feels that they have really achieved something. Parents are encouraged to be involved in partnership with the school. Stickers, stampers or pictures from an interest the child has are used to show that the targets were met in that particular session.

The plan should not run longer than half a term and is reviewed with the child's parents monthly, detailing evidence of the school's intervention. Other people may be involved in the plan such as the appropriate mediator and lunchtime staff.

### **Positive Handling Strategies**

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: humour, verbal advice and support, firm clear directions, limited choices, distraction, reassurance, adult swap, success reminders and reminders about consequences. If these strategies do not work some staff are trained in positive handling techniques and will use these 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. All incidents are followed by a 'debrief' in order to adapt practice for the future.

## **School Internal Placement/ Trust Internal Placement**

A School Internal Placement (SiP) may be issued for a variety of reasons and may include loss of part of break times and/ or lunchtimes. A member of the Senior Leadership Team will issue School Internal Placements and they will determine how long this will be for on a case-by-case basis. This may take place within the pupils' own setting or in one of our Trust schools to support reflective and restorative work (TiP). When a child is working towards a suspension, as well as following the Dudley Inclusive Pathways graduated response, the school may decide to send the child to another school within our Multi Academy Trust. This placement will be for a fixed period of time, ascertained by the Executive Headteacher/Headteacher and unique to individual cases. It would be a mini-managed move in effect, to see if the child's behaviour improves in another context. In the event of this occurring the Multi Academy Trust Behaviour Policy will be referred to in order to move forward after the fixed term period ends.

## **Suspensions and Exclusions**

The school will follow the DfE guidance Behaviour in Schools (September 2022) and DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (September 2023) when making a suspension or exclusion. Usually, a suspension or exclusion results from consistent poor or inappropriate behaviour over time or escalation of extreme behaviours where other sanctions from the behaviour policy and support mechanisms have failed to address the behaviours exhibited.

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

- Physical assault to a teacher or other adult working with children
- Physical assault towards other children
- Health and safety issues to pupil involved and / or other pupils
- Repetition of inappropriate behaviour or severe disruption
- Continued and persistent breaking of school rules over an extended period of time
- Gross defiance to all adults within school including refusing to co-operate with senior staff

If the behaviour continues the school may decide to utilise the Parenting Contracts developed by the LA.

In some cases where behaviour is very extreme a suspension or permanent 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. Dudley Primary Fair Access Protocol and Inclusive Pathways, may be used to seek alternative provision in some cases.

## **Suspensions**

Suspensions can be short term i.e. 1 - 5 days at a time. Work is always sent home with a letter explaining the reasons for suspension. On return to school, the child is always welcomed back by a senior leader, they will receive a reintegration meeting alongside their parent and the senior leader. It may also be deemed appropriate for a child to return to school on a Reduction in Pupil Entitlement (RIPE) plan.

Any RIPE would be a reciprocal agreement between parents and school. The purpose of a RIPE is to support a child to be successful in school as the time spent in school will be shorter. Once success has been experienced, our aim is always to support the child to return to school full time as quickly as possible.

## **Permanent exclusion**

When issuing a permanent exclusion, the school will follow the DfE Statutory Guidance for Exclusion for maintained schools, academies and pupil referral units in England (September 2023).

There is no set pattern as to when permanent exclusion is appropriate. A decision to exclude is made on a case to 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 school 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 Unit. When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

### **Behaviour and Special Educational Needs (SEND)**

Where there is an on-going pattern of poor behaviour, disruption, anti-social behaviour and normal school rewards, and sanctions have minimal or no impact the following stages need to be followed:

#### **Intervention strategy**

- SENCO made aware and a cause for concern raised with parents where targets and provision are discussed and agreed. During this discussion a follow up date will be set to review any progress and agree next steps.
- Executive Headteacher/ Headteacher and SENDCo meet with parents where targets and provision are discussed and agreed. During this discussion a follow up date will be set to review any progress and agree next steps.
- Staff awareness – so that adults can observe and praise good behaviour as well as ensure that the approaches taken to address poor behaviour are consistent.
- Rainbow Group/circle time used to create a supportive environment and to increase self-esteem.
- Regular involvement from a pastoral team may be used to support positive outcomes.
- Children may have an individual behaviour plan and be moved on to the special needs overview. Parents made aware that the child is on the Special Needs overview
- Alternative provision may be explored which could include Reduction in Pupil Entitlement (RIPE) – this means that pupils would not be in school for parts of a day (e.g. mornings only). This is a reciprocal arrangement between school staff and parents.
- Dudley Inclusive Pathways guidance document will be followed (appendix 4 and 5).
- As well as the above, the SEND leader/school may need to draw upon specialist support and advice from external agencies, e.g. Educational Psychologist, Social Care, The Sycamore Centre Outreach Support, referrals to G.P. or CAMHS



## **Behaviour Guide for Lunch Time Supervisors (LTS)**

### **Rewards on Playground**

Children modelling good citizenship e.g. helping, caring, sharing, and living up to behaviour expectations are rewarded with praise, stickers and house points. When children receive stickers for good lunchtime/playtime behaviour, it is good practice for all staff to acknowledge these children as they walk around school.

#### **LOW LEVEL**

##### **Not following school rules or instructions.**

- 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**

##### **Continuing to disregard school rules or follow instructions**

- 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**

##### **Persistent or extreme negative behaviours including Child on Child abuse or Racist incidents - for example.**

- 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

### **Anti-bullying/Well-being Ambassadors**

Children have the opportunity to become an anti-bullying ambassador working in the playground, they are given the opportunity to solve problems under the Well-being Team and SLT supervision.

### **Junior PCSOs, Sports Leaders and Sports coaches**

Pupil leaders from across school work under the direction of staff leading in this area. They work with other children on the playground, helping children to play together, and hence develop social skills; at the same time modelling the expectation for good behaviour at lunchtime. Sports coaches are employed to work with children through some lunchtimes in order to engage pupils and provide greater activity in order to reduce stress and poor behaviour on the playground.

### **Communication and Parental Partnership in supporting school policies**

We believe that the partnership between home and school is vital with regard to behaviour. A supportive partnership will be strong and be of ultimate benefit to the children in order to develop a common approach to behaviour expectations and strategies for dealing with problems. We ask parents to sign the Home School Agreement which sets out their commitment to supporting the school in the implementation of the Behaviour Policy.

During the time children are in school, adults within school are in 'loco parentis'. As such, it is expected that parents of children respect the decision of adults in our school relating to rewards and sanctions. Adults in school follow this behaviour policy closely and always make decisions about sanctions based on good knowledge of the events that have taken place.

We ask parents to keep us 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 ('child spot') 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, through the pupil planner.

### **Search, Seizure and Confiscation**

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes or bags is deemed appropriate, a search may be carried out by the senior leadership team, or staff authorized by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched and screened. This includes the individual needs or learning difficulties of pupils with SEND and making reasonable adjustments that may be required.

The Executive Head Teacher/Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all pupils and staff with support from the designated safeguarding leads. They will also ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of pupil's property as a disciplinary sanction as long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission, the school may impose a sanction for failing to follow a reasonable instruction.

The senior leadership team and other members of staff authorised by them, have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil)

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When conducting a search, pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

Records should include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

### **Complaints**

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or head of school in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

### **Related policies**

This policy should be read in conjunction with other related policies.

- Safeguarding
- Anti-Bullying
- Online Safety
- Special Educational Needs and Disability Policy
- Hales Valley Trust Behaviour Statement

### **Monitoring and review**

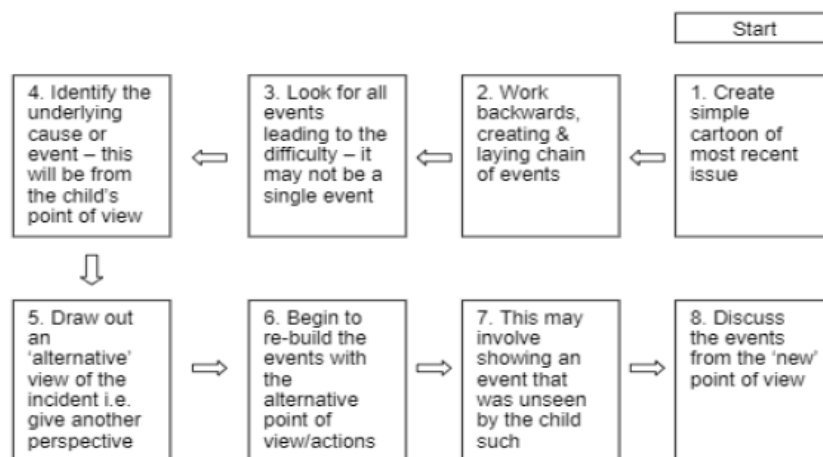
To keep the policy 'live' and 'active' the policy will be reviewed annually and can be reviewed and adapted before if necessary. This policy will be reviewed and updated on or before 1st September 2024

### **Appendices**

- 1) Back Chaining
- 2) Restorative meeting sheet
- 3) Antecedent, behaviour, and consequence form (ABC)
- 4) Pastoral Menu of Support
- 5) Dudley Inclusive Pathways
- 6) Inclusion Flowchart and IP Screening Extension

## Appendix 1

### Back Chaining



This is to be used with a child who may have difficulty in identifying the point at which a situation has gone wrong, or in identifying any perspective on a situation other than their own. Their perception of events may differ from those of other people involved in the incident, and therefore incidents, or reference to incidents may go on for some considerable time, furthering the breakdown of interaction with peers, and adding to the child's anxieties. If a student is having difficulty in understanding the events and interactions of a specific incident that has happened, and is causing distress use the back-chaining diagram above to support the child to explore the incident further.

Adult and student draw a simple picture of the current situation (e.g. child angry). On a separate sheet they draw the incident that directly lead to that anger. At this point, don't assume that this one incident had caused the anger.... Keep drawing pictures that go further back until a chain of events is established.

With the student, identify where in particular the chain has gone wrong (this may be a single episode or a series of episodes). Draw an alternative picture for what should/could have happened instead, in other words, redraw the incident from an alternate perspective, perhaps that of the other peer involved (this may involve actually drawing out a picture showing that an incident had been dealt with, but which the child did not necessarily see, such as another peer being sanctioned). From the pictures of the other perspective, draw out the alternative sequence of events that would have happened from then on. In this way, the child can see any situations that they perceive have not been dealt with, or in which they cannot identify their own actions as having an effect on events. They can also identify where a specific event could have been dealt with differently, and that a different course of events would have resulted. Keep the back chain (stick in a book as necessary), as it not only shows that an incident has been dealt with, but will also serve as a record of any incidents which are recurring and may need further intervention through strategies such as Social Stories. If necessary, keep the 'alternate' (modelled) outcome for future reference and file the back-chain in a 'finished' box.

## Appendix 2

### Reflection Zone Form









#### REFLECTION ZONE FORM



Name of pupil to attend		Class		Date	
Teacher completing this slip					
Reason for sending this pupil to the Reflection Zone					
Referred by					

Sent with task to complete

#### REFLECTION TIME

 What happened?	
 What were you thinking at the time?	
 What have you thought about since?	
 Who was affected?	
 How can you make things better?	
 What can School do to help?	

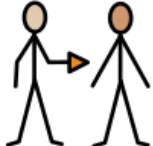
Signed by supervising staff - .....|.....     Date .....

# Restorative Meeting Form


Restorative Meeting Form  
Date of meeting:



What happened?




What were you thinking at the time?



What have you thought about since?

Page 1


Restorative Meeting form (Page 2)



Who was affected?



How can you make things better?



What can School do to help?

Carried out by: \_\_\_\_\_

### **Appendix 3**

#### Antecedent, Behaviour and Consequence Form

<b>ABC of Behaviour</b>			
<b>Pupil Name:</b>			
<b>Date and Time?</b> Which lesson was the child in / area?	<b>Antecedent</b> What happened before? (i.e. a transition, issues at home?)	<b>Behaviour</b> What was the behaviour?	<b>Consequence</b> How will you reflect on your practice and what will you change?



## Appendix 4

### Pastoral menu for support

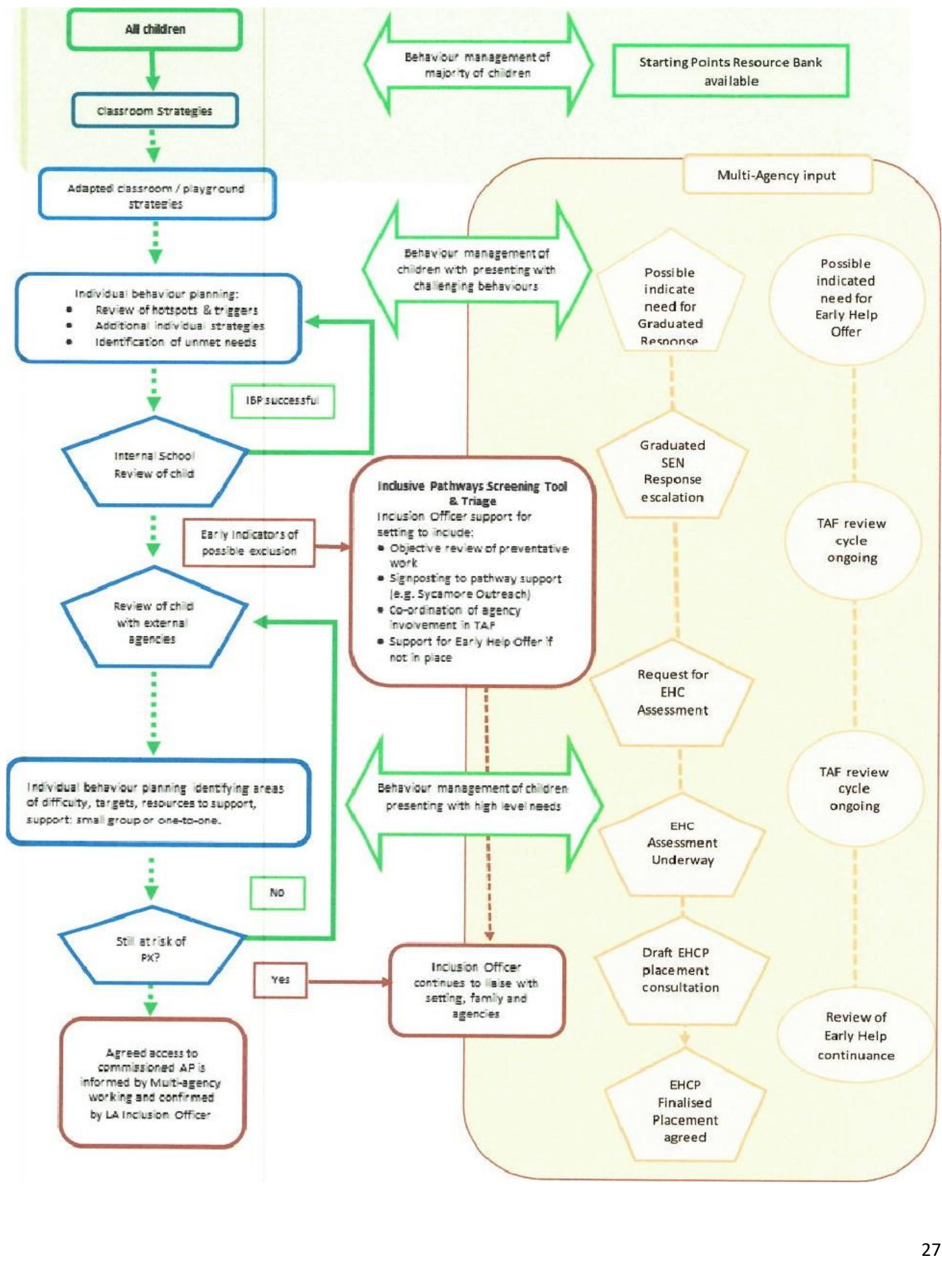
Support available	What does this look like?	How to access support?
Behaviour Provision	<ul style="list-style-type: none"> <li>• <b>Individual Behaviour Plan (IBP):</b> The Pastoral Team will set up an IBP with the child. This will include clear targets for the pupil to work on and support strategies. The IBP will be shared with class teacher and parents and will be monitored and reviewed weekly.</li> <li>• <b>Calm Zone support:</b> Where possible the Pastoral team can be called upon by the use of the <b>Red Triangle</b> to assist staff in serious incidents where pupils may need access to the 'Calm Zone'.</li> <li>• <b>TIP placements:</b> The pastoral team will keep a diary of when TIP placements occur. Pupils will be based in the pastoral office with their support staff.</li> <li>• <b>Behaviour analysis including Reflection Zone analysis:</b> The Pastoral Team will analyse this data weekly.</li> </ul>	<p>Reflection zone analysis</p> <p>CPOMS update</p> <p><b>Red Triangle</b> for emergency support</p>
Bereavement support	<p><b>Family Bereavement:</b></p> <ul style="list-style-type: none"> <li>• <b>Family contact:</b> 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.</li> <li>• <b>Support sessions:</b> 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.</li> <li>• <b>Resources:</b> The pastoral team will share resources with class teacher/TA to give guidance and support.</li> <li>• <b>Outside Agency Support:</b> If required the pastoral team will make referrals to outside agencies to provide additional support e.g. the school nurse, Psychological Service, Edwards Trust.</li> </ul>	<p>CPOMS - Bereavement tab</p> <p>Refer to school bereavement policy</p>
Personalised 1:1 sessions	<ul style="list-style-type: none"> <li>• <b>1:1 pastoral support:</b> 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 <b>anger management, self-esteem, low mood or pupils in care.</b></li> <li>• <b>Outside Agency Support:</b> If required the Pastoral Team can provide support with referrals to outside agencies e.g. the School Nurse, Educational Psychology Service, CAMHS.</li> <li>• <b>Wishes and Feelings:</b> 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.</li> <li>• <b>Well-being check- ins:</b> 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.</li> </ul>	<p>CPOMS Pastoral tab reference -1:1 support.</p>

<b>Nurture provision</b>	<b>Rise and Shine</b>	<ul style="list-style-type: none"> <li>• <b>Breakfast Provision:</b> 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.</li> </ul>	CPOMS –Pastoral tab ref: Rise and Shine
	<b>Pastoral Lunch Provision</b>	<ul style="list-style-type: none"> <li>• <b>Lunch Provision:</b> Woodside’s ‘Pastoral 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. Children will access a designated table. Some pupils may need support and encouragement eating or a food diary kept.</li> </ul>	CPOMS – Pastoral tab ref: Lunch Provision
	<b>Family Time</b>	<ul style="list-style-type: none"> <li>• <b>Small group work with siblings:</b> 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.</li> </ul>	This would be identified by the Pastoral team.
	<b>Nurture Group</b>	<p><b>Nurture Group intervention:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff will work in partnership with class teachers and parents to enable consistency of approach, both at home and at school.</li> <li>• Sessions will take place during the afternoon.</li> </ul>	CPOMS- Pastoral tab reference: Nurture Group

## 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.**

