Inspire Partnership Academy Trust
Behaviour Policy

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Contents

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1 Roles and Responsibilities

1.1 Introduction

1.1.1 At Woodhill, our vision is to create a learning environment built upon the principles of an Attachment and Trauma approach where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where collaboration and partnership ensure the quality of learning is of the highest standard.

1.1.2 We recognise that each individual child is at a different stage of social learning. Only through a consistent approach teaching the skills to and promoting self-regulation of behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

1.1.3 This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Woodhill Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

1.1.4 The policy is designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

1.2 Aims

1.2.1 The aims of this policy are to:

a) To provide a holistic environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits.

b) Through collaboration encourage a stimulating and purposeful learning environment where all children thrive and flourish.

c) To foster caring and tolerant attitudes which celebrate diversity and achievements in all areas.

d) To encourage increasing independence, self-awareness and positive health and well-being.

e) Ensure pupils develop personal resilience and understanding that difficulties can be overcome with the right solutions.

f) Support pupils to develop skills in emotional self-regulation to manage their behavioural response.

g) Understand that often behaviour can be a form of communication which indicates an underlying need or difficulty. In responding to the behaviour of pupils we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning.

h) Link behaviour and emotional states to readiness for learning and ensure that pupils understand this link and can self-regulate.

i) Provide individualised approaches to behaviour if and when required by pupils with more complex needs.

2 Key Principles

2.1 Curriculum

2.1.1 Engaging children with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports children's health and wellbeing. We use a wide range of strategies to increase pupil engagement such as collaborative learning activities, promoting oracy in lessons and enabling children to shape and lead their learning.

2.2 Environment

2.2.1 The environment gives clear messages to children about the extent to which they and their efforts are valued. At Woodhill School we have set expectations of our environment in order to ensure practice is consistent.

2.2.2 Within the environment children should be able to view the class rules (max of 5.) and the school values, as both will act as a reminder for the expected standards.

2.3 Values

2.3.1 Kindness, respect, responsibility, collaboration, resilience and integrity

2.3.2 Our values underpin our approach to behaviour. Conversations about behaviour with children and staff should always refer back to the values. We focus our communication on efforts and values shown as opposed to achievements.

2.4 Relationships

2.4.1 Positive relationships are key. Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to ensure that children are using the school grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.

2.4.2 When dealing with challenging behaviour, we keep relationships in tact by focusing on the behaviour and not the child.

2.5 Consistency

2.5.1 Consistent adult behaviours will lead to pupils consistently displaying our expectations.

2.5.2 A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their guidance.

2.5.3 At Woodhill School we model consistency through:

    a) Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour (see copy of our school script Appendix)

    b) Follow up: Ensuring 'certainty' at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

    c) Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

2.6 Motivation

2.6.1 The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships with every pupil. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.

2.6.2 Ways in which we recognise positive behaviour include:
   a) Weekly certificates
   b) Phone calls home
   c) Sharing excellent learning with others
   d) Good news postcards
   e) Lunch with members of staff

2.6.3 The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

2.6.4 For a minority of children, they may need more incentive and support to self-regulate. In these circumstances individual reward charts may be used. With a focus on earning a reward for self-regulating when they face certain challenges.

2.7 De-escalation

2.7.1 De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed

2.7.2 When children are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the child can get back on track without giving attention to the negative behaviour.

2.7.3 At Woodhill,we use a range of strategies including:
   a) Re-direction
   b) Distraction
   c) Humour
   d) Non-verbal cues
   e) Remaining calm, consistent and fair
   f) Paying attention to the right behaviours

2.8 Language

2.8.1 At Woodhill we understand that common and consistent use of language around behaviour is essential in creating clear boundaries and to learn how to self-regulate. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

2.8.2 Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.

2.8.3 Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences.

2.9   Routines

2.9.1   At Woodhill, we teach the behaviours we want to see and practise these regularly with the children so they are clear about the expectations of them.

2.9.2   Core routines at our school include:

a) How we walk around school

b) Movement during transition periods e.g., carpet to tables, playground to classroom etc.

c) Whole school hand signal for regaining class/group attention

3   Responsibilities

3.1   School Staff

3.1.1   All school staff must:

a) Smile and be welcoming to all

b) Deliberately and persistently catch children doing the right thing and praise them

c) Know their classes well but also develop positive relationships with all children

d) Use these relationships to create a safe and stimulating learning environment that inspires children's interests and learning

e) Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning

f) Relentlessly work to build mutual respect

g) Remain calm and keep their emotion for when it is most appreciated by children

h) Demonstrate unconditional care and compassion

i) Be a positive role model through the school values and creating an ethos of high expectations for all

j) Follow and implement this policy consistently

k) Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs and these will be determined in discussion with Senior Leadership;

l) Actively build trust and rapport. Adults should listen respectfully to the pupil and make a judgement about how/when to respond.

m) Use the language of social cognition and emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so;

3.2   Headteacher and the Senior Leadership Team

3.2.1   The headteacher and the Senior Leadership Team must:

a) Be a visible presence around the school

b) Regularly celebrate staff and children whose efforts go above and beyond expectations

c) Encourage use of positive praise, phone calls/notes home/certificates

d) Ensure staff training needs are identified and met

e) Use behaviour records to target and assess interventions

f) Support teachers in managing children with more complex or challenging behaviours

g) Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

3.3 Children

3.3.1 All children must:
   a) Consistently model the school values and enable a positive climate for learning by following the school expectations and showing good learning behaviours
   b) Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice

3.4 Parent, carers and guardians

3.4.1 All parents, carers and guardians must:
   a) Help their child understand appropriate behaviours, school values and expectations
   b) Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements
   c) Through positive relationships within the school community, support a safe environment that prepares and ensures that children are ready for learning everyday

4 Graduate Response

4.1 Outline

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, calm approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

4.2 Response to behaviour

Step	Possible scenarios/behaviours	Response
Reminder	Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning/ refusal	De-escalation tactics e.g., move into the child's view, use non-verbal cues, Rule reminders – use script Praise those who are doing the right thing Re-engage through redirection Provide take up time I noticed you chose to . . . . This is a reminder that we need to . . . (refer to class rule or value) Make a better choice please Thank you
Warning	Behaviours continue	Continue with de-escalation tactics and provide take up time I noticed you chose to . . . . If you choose to continue then you will owe 5 minutes.

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		Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you.
Follow up	Behaviours continue	Child needs a short period of reflection time (somewhere in the classroom/a paired class) 5/10 minutes sitting alone to calm and reflect Reflection time should be made up during play/lunch I noticed you . . . You now need to . . . We can then speak in 5 minutes. Thank you For regular occurrences: ● Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support. ● Begin monitoring to identify areas of concern / possible causes/ appropriate targets. ● Parents contacted by teacher to inform them that behaviour is a cause for concern.
Follow up	Behaviours escalate ● Offensive vocabulary ● Repeatedly disturbing the learning for many ● High levels of aggression/emotion	Child needs to learn somewhere else Teacher to provide learning Teacher to discuss with leadership appropriate consequence – could be the removal of a privilege/social time I noticed you . . . You will now need to learn away from our classroom I will speak to you about this . . . For regular occurrences: Discussion with Phase Lead / SENCO / Head Teacher as appropriate. ● Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident. ● Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside child, reduced school day, etc. ● Consider referral to multi agencies i.e., Behaviour Support / Ed Psych, etc.
Repair		Follow up using restorative questions ● What happened? (Neutral, dispassionate language.) ● What were you feeling at the time? ● How do you feel now? ● How did this make other people feel?

		● Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. Some behaviours may result in an immediate need for follow up At Woodhill School, these behaviours include: ● Hurting someone else ● Causing damage to school property ● Inappropriate language		

4.3 Repeated or persistent misbehaviour

4.3.1 At Woodhill, we are aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.

4.3.2 Therefore, we record inappropriate behaviours on Arbor, so we can:
   a) Increase our awareness and identify patterns
   b) Recognise potentially disruptive situations and attempt to minimise them
   c) Target key children for the appropriate intervention

4.3.3 Behaviours that are required to be recorded include but are not limited to: physical aggression, racist, homophobic, sexualised language, peer on peer abuse.

4.3.4 Senior leaders in the school will regularly analyse data linked to behaviour to inform their actions across the school.

4.4 Serious incidents

4.4.1 Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

4.4.2 However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours that may be escalated include:
   a) Violence (i.e., physical contact made with the intention to harm)
   b) Defiance that becomes dangerous
   c) Persistent taunting, teasing and bullying behaviour
   d) Stealing
   e) Spitting
   f) Swearing
   g) Discriminatory language or harassment (i.e., behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. For example, due to age, disability, gender, race, religion or belief or sexual orientation)

4.4.3 We have the right to take measures to keep pupils and staff safe. These measures include:
   a) The legal right to confiscate inappropriate items from pupils such as mobile phones.
   b) Statutory powers to discipline pupils who behave poorly outside of school.
   c) Greater scope and flexibility in giving pupils detentions, which may include after-school detentions. If the school feels after-school detention is an appropriate

consequence, parental agreement will be sought. However, under the new guidelines pupils can receive detention outside school hours without parental consent, although 24 hours' notice to parents is necessary.

d) The headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.

e) A legal duty on schools to make provision to tackle all forms of bullying.

4.4.4 Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the headteacher.

4.5 Consequences

4.5.1 Consequences should:

a) Be linked to the behaviour and be proportionate to the action

b) Make it clear that unacceptable behaviour affects others and is taken seriously

c) Not apply to a whole group for the activities of individuals

d) Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

e) Never involve taking away a previously earned reward

f) Avoid any actions which lead to unnecessary shaming or humiliation of the child.

g) Take into consideration the specific needs of the child when deciding appropriate next steps for the child; we recognise that a one size fits all approach is not appropriate for our pupils.

h) Where appropriate, support children to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

4.5.2 Discrimination towards protected characteristics

At Woodhill School, we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics, whether intended or in 'jest' extremely seriously and is not tolerated.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Behaviour of this nature will be dealt with by a member of the school's senior leadership team, usually the Headteacher or Deputy Headteacher, who will fully investigate the incident.

Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate.

The senior leader will make contact with the families of those involved and inform them of the incident and the outcome.

The incident will be recorded on the pupil's file via Arbor and the Trust Education Leaders will be informed. If this behaviour is repeated, then a meeting with parents and Trust Education Leaders may be arranged to discuss the seriousness of the behaviour.

4.6 Restorative practice

4.6.1 A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

4.6.2 The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.

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4.6.4 Restorative justice techniques are used to positively resolve conflict that arises in the Classroom and the playground in order to uphold a positive learning climate.

4.6.5 This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

4.6.6 Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:
   a) What happened and why they made the choice to behave like that.
   b) Who was affected by their behaviour.
   c) What could have been done differently, what would they do to avoid the same situation happening again
   d) What you could the other party have done differently.
   e) Agree strategies, goals, targets for the future.

4.7 Suspensions and Exclusions

4.7.1 Fixed term suspension

Woodhill Primary believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum potential in school they must feel safe. If a child significantly breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the headteacher may take the decision to suspend for a fixed period.

If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term suspension, the pupil and parents meet the headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

4.7.2 Permanent

Permanent exclusion should be seen as the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

4.8 Positive handling

4.8.1 We recognise that a pupil's behaviour is a way of communicating their emotions. When dealing with an episode of extreme behaviour, a child may need to be restrained. Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted. There is no legal definition of legal force. However, there are legal justifications for the use of force. These include if the child is:
- in danger of hurting themselves,
- endangering the safety of others,
- are disrupting the good order of the class room or
- are destroying property.

The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent.

Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log book kept in the leadership suite. All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the school day at the latest). Parents will always be informed. Incidents that require the use of physical interventions/ restraints can be very upsetting to all involved and may result in injuries to pupils or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.

4.8.2 Pupils should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require it other than basic first aid. All injuries should be reported and recorded on an accident form and in the accident log book.

4.8.3 All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a child might need to be positively held on a regular basis a 'positive handling plan' may be required to support future behaviour.

4.9 Inclusion

4.9.1 Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children.

4.9.2 Children with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi-professional approach within schools.

5 Conclusions

5.1 Monitoring arrangements

5.1.1 The Head teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

5.1.2 The policy is reviewed every 12 months, in consultation with key stakeholders across the Trust.

Appendix

Behaviour Script

1. Reminder:

I noticed you chose to . . . .

This is a reminder that we need to . . . (refer to class rule or value)

At Woodhill School, we...(describe positive behaviour choice)

Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you.

2. Warning:

I noticed you chose to . . . .(describe behaviour)

At Woodhill School, we.... (describe positive behaviour choice. Link to school values)

This is your first warning.

Should you chose to (describe behaviour) you will need to...(refer to action to support behaviour e.g. move to another table, complete learning at another time, go to the reflection area)

Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you.

I know you can make the right choice. Thank you.

3. Action:

You have chosen not to follow our rules/values..(describe)

At Woodhill School, we... (describe positive behaviour)

As a result, you will need to... (refer to action to support behaviour e.g. move to another table, complete learning at another time, go to the reflection area)

4. Repair

Restorative Questions

- What happened?
- What were you feeling/thinking at the time?
- How do you feel now?
- How did this make other people feel?
- Who has been affected and how?

- What should we do to put things right?
- If this happened again, how could you do things differently?

Additional Restorative Questions

- What was unusual about today's lesson?
- Why do you think things went wrong?
- What would make it easier for us to work together?
- What would make the next lesson go really well?
- Where do we go from here?
- What would the best version of yourself do next?
- Who could help us with the next steps?
- If you had the lesson again what would you change?
- What do you need most right now?

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