Woodcroft Primary School

Behaviour Policy

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Co-ordinator responsible for the policy in consultation with the staff and governors: Head Teacher

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Positive Behaviour Policy

Aim

Our aim is that when pupils leave Woodcroft Primary School they will be a productive member of a modern British society. They will: respect themselves and others in the way they behave within the community; through their own self-regulation they can support themselves and others setting clear boundaries of behaviour; they will have a growth mindset that demonstrates their resilience to life's challenges; they will be able to focus themselves to achieve their own targets; and motivate themselves to work to the best of their ability independently.

Relationships based on respect are at the heart of everything we do and we understand that building strong relationships in an environment where children feel safe is essential to social and academic progress. At Woodcroft we believe that learning happens best when there are strong relationships: between our staff; between our pupils; with parents and carers; and with our wider school community.

This policy complies with Section 29A of the Education Act 2002.

School Values and Ethos

Equity not equality: a key principle of our approach is that being fair is not about everyone getting the same (equality) but everyone getting what they need (equity). Children need a personalised response to supporting their personal development and well-being.

Consistency: Consistency does not always mean responding the same way to each child or behaviour, it means responding in a way that is consistent to our values and ethos. Whilst each child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Behaviour is a form of communication: It is not possible to support a child's behaviour without addressing these needs. We view behaviour as communication of an emotional need (either conscious or unconscious) and respond accordingly.

Adults need to model empathy and calmness: We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour than the behaviour itself.

Natural, Logical and Protective consequences: All adults recognise that when children are dysregulated or demonstrating particular behaviours there will be a range of consequences that may affect a child. These need to be recognised by staff when considering a sanction for behaviour. Children should not feel additional shame through the implementation of a sanction, as they may already feel this intrinsically.

Maintaining clear boundaries and expectations: In order to help our children feel safe, the learning environment needs to be high in both nurture and structure. Children need predictable routines, expectations and regulated responses to behaviour. These must be modelled by all staff.

Zones of Regulation: Zones of Regulation can help adults understand how children are feeling. We use these for children to recognise their own feelings and then adults can support them through co-regulation.

Respect; Boundaries; Resilience; Focus; Self-regulation and Independence

Staff, Governors and Parents will support pupils in understanding these school values through their actions, words and behaviour across the school site.

These values are implemented through 6 school rules that all members of the school community must adhere to:

I am respectful of others;

I follow adults' instructions;

I use resources safely;

I look after my learning environment;

I engage with learning;

I help others to learn.

Our values and school rules are re-enforced through Assemblies, class discussions, use of class dojos and stickers.

Our relational approach:

Our Relational practice and policy is firmly grounded in theory, research, and evidence based practice and through strong links with external agencies and support structures. Our theory and practice are based around the principle that behaviour is a form of communication. We are committed to ensuring that:

- Our whole school relational approach is based on nurturing principles, including highly effective teaching and learning which contributes to developing and maintaining strong relationships and positive behaviour which supports inclusion.

- Target relational approaches for some children providing additional focused support and intervention, such as the provision of safe spaces, trusted adults and nurture groups to avoid suspension.

- Skilled teaching approaches endeavour to understand behaviour in terms of the underlying needs that may lead to a child to act in a challenging and distressed way and which aim to regulate the child's stress.

- Restorative approaches which places relationships, respect and responsibility at the heart of effective practice which address issues of discipline and conflict.

- Solution focused approaches to support both staff and children to identify the skills, strengths and resources that they already possess, build individual capacity and effective problem-solving skills.

- Child-centred approaches which build links with partner agencies and supporting parental engagement in meeting the children's needs and enhancing well-being.

3 key principles of The Relational Approach

1. **Developing Relationships**
   - **Building Relationships**: Developing safety, security and trust through protection, connection, understanding and care.
   - **Supporting Inclusion:** Facilitating access to learning, ensuring social inclusion and recognising the impact of trauma on aspects of development.
   - **Setting boundaries:** Children benefit from clear boundaries and expectations. Personal responsibility is best achieved by working together with students to develop a shared understanding of rights, roles and responsibilities and how these develop into expectations for behaviour.

Adults will develop relationships by:

- **Being predictable, reliable and trustworthy** – if things change explain why they have changed and validate the emotions that this may evoke in a child.
- **Provide safety cues** – be aware of body language, facial expressions and tone of voice. (Children must feel safe in the classroom and school regardless of previous behaviours)
- **Help manage their emotions** – this might be done through helping them to organise their emotions and feed them back to them in manageable chunks.
- **Provide structure and boundaries** – these need to match the child's needs and current emotional state. Two choices can help as well as visuals and timers.
- **Anticipate triggers** – unusual sounds, smells or events. Unfamiliar people in the classroom or a routine that is out of the ordinary. Not everything can be predicted but consider how a change in structure might be perceived by the child.
- **Connecting with the child** – where possible provide time where a child receives your whole attention. Find out what interests the pupils and use this as a way of developing a stronger understanding of the individual. Mirror tone and mood and where possible try to have fun together.

2. **Responding and Calming**
   - **Regulating emotion:** It is normal development for young people to seek autonomy, test boundaries and struggle with emotional control. Co-regulation is a key strategy to prevent further escalation and reduce stress levels in a dysregulated individual. Co-regulation helps pupils understand and learn strategies for self-regulation.
   - **Keeping calm:** Loud voices, hostile expressions and body language can be perceived by young people as danger and trigger a survival response (flight, freeze or fight) which if occurs is not a choice for the young person. Staying calm, softening tone and maintaining a relaxed posture demonstrates to a pupil that you are a safe adult that can be trusted. However, a change of face and support from a colleague may also benefit the young person at that point of a crisis.
   - **Managing crisis:** Adults need to understand the level of dysregulation a student is experiencing. Social engagement is often an effective way of managing heightened emotion, however when a survival response is triggered a pupil will not respond to reasoning – this can appear rude and disobedient. Students who regularly suffer severe crisis will require individual plans agreed with the pupil, staff and family to ensure their safety and those of others around them.

Adults will respond and calm by:

- **Appraising own emotional state** – as the adult am I able to respond calmly? Will I further escalate the situation? Ensuring that we are calm is essential in managing a crisis. Continue to consider tone of voice and body language – am I relaxed? Do I understand where the behaviours have come from? Do I need support from colleagues.
- **Appraisal of young person's emotional state** – What is their current state of regulation? Are they able to engage directly with you or do they need time to play out their stress response in a safe way (For example: Punching a beanbag). Do you know what strategies work best for this individual – after each incident this

should be shared to build greater staff awareness. When it is right does the student need support to identify the emotion their behaviour is communicating.

- **Supporting student regulation** – Principles of PACE are used when responding: Playfulness, Acceptance, Curiosity and Empathy. If the pupil is engaging empathise with emotions and set boundaries around actions. To support co-regulation adults will: lower body position, soften facial expressions and lower voice. Reduce the amount of talk but be present for the young person. Reduce any sensory stimulations that maybe adding additional stress to then pupil. Offering a quieter space or supporting with breathing techniques (MyHappyMinds APP) can support regulation.

Supporting different states of regulation

State of regulation	Potential of displayed behaviours	Responsive co-regulation
Calm Safe/socially engaged	Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.	Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.
Mild Stress Alert/Agitated/Withdrawn	Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.
Dysregulated Mobilised	High levels of arousal/ distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour.	Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.
Dysregulated Immobilised	Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/ dissociates. Depressed state. Immobile/frozen. May feel faint.	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.
Crisis	The child's behaviour means that they or other people are not safe.	An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Adults need to provide high levels of containment.

3. Repairing and restoring

Resolving conflict – Even with strong relationships, clear boundaries and good co-regulation, there will be times when support is needed for children and adults to repair relationships and learn from mistakes. A restorative framework helps children understand and will have a longer term impact than a punitive approach. Our adults will have a strong restorative ethos and will model and teach good co-operation, communication and emotional literacy skills.

Repairing harm – When harm is caused, it is useful when it is appropriate to do so, to develop a shared understanding with the pupil of what has happened and come to an outcome that repairs relationships. Children who have suffered trauma are particularly vulnerable to a sense of shame or failure and this must be taken into consideration when working to repair harm caused. Shared resolutions must include adults and young people affected by the harm through restorative conversations, problem-solving groups or other restorative approaches.

Supporting change/Adult reflection – After a restorative exploration it is important that adults reflect on the situation and record this using ABCC on CPOMs. Things to consider when trying to support long term change will be: What was the behaviour communicating? How are unmet needs being addressed? What skills does the child need to develop? What additional learning opportunities are in place to enable this?

Approaches adults can use to support repairing and restoring:

Comparison of Traditional approach v Restorative approach:

Traditional/punitive approach	Restorative approach
Harm caused is defined as misbehaviour - an individual choice to break school rules or to deviate from established expectations.	Harm takes place as a result of a breakdown in community relationships and/or an unconscious attempt to meet needs. Behaviour is complex and often those who appear to harm others have been harmed themselves.
Focus is on what happened, establishing blame, and fairly dispensing punishment to the wrongdoer(s).	Focus is on listening, understanding feelings, needs, and responsibilities of all impacted individuals and exploring ways to bring about harmony in the community.
Interventions are focused on making the misbehaviour stop, using increasingly restrictive and/or exclusionary consequences.	Interventions aim to understand root causes of the harm caused and offer relational support for positive changes in behaviour.
Interventions decided on by one or more authority figures.	Interventions emphasise collaboration between all individuals involved regarding how their needs can be met and a mutually acceptable outcome is defined. There is a shared understanding that there is no one truth about a given situation.
Accountability is defined in terms of receiving punishment.	Accountability is defined as understanding impact of actions, taking responsibility for choices, and finding ways to repair harm and prevent future harm.
Imposed punitive consequences have the effect of shaming students who have caused harm.	Restorative processes offer an opportunity for students who have caused harm to understand the source of their actions, take responsibility for their choices, and to learn and grow from the experience

Restorative approaches that Woodcroft uses:

Restorative conversations	A process involving a neutral third party whose role is to support two people involved in conflict to find a way forward. The facilitator can be a trained adult or, in some cases, a trained child.
Problem solving circle	When there is a problem to be discussed as a group, a conflict that needs addressing or an event that has caused distress.
Restorative mediation	In this case, one person has accepted responsibility, at least to some extent, for the harm caused to the other. Key issues here are to ensure the process does not re-victimise the person harmed or shame the person who caused the harm. The process can move children from shame to guilt through a greater understanding of their thoughts, feelings and behaviour and find ways forward. Unless all sides are likely to benefit from this approach, it can cause more harm, so schools need to have clear reasons for using it.
Restorative conference	Usually involves a group of people who have been harmed meeting with those who have harmed them. The purpose is to seek understanding of each other's perspectives and come to a mutual agreement which will repair the harm caused as much as possible.

Adults at Woodcroft will be curious and support pupils through a restorative approach. The following framework can support those conversations:

What happened?

Allow the young person to tell their story, listening with genuine curiosity and without judgement by:
• Mirroring – facial expression, body language, tone of voice, attuning to mood.
• Accepting and validating the child's experience and feelings.
• Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
• Using soothing (not cross) tones.

What were you thinking and how were you feeling?
Some young people find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:
• Listening and responding empathically, wondering aloud.
• Starting where the child is at developmentally.

Explore physical sensations and name possible emotions.
• Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

Who else has been affected by this?
Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people's perspectives:
• Call upon your own experience or those you've heard about from others.
•Stories and role play can support empathy.

Wonder aloud to aid understanding.
• Pictures and photographs, drawings and cartoons can help the child see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?
To reinforce the collaborative nature of the process it can be helpful to ask: "how can we put right the harm caused?" or "what have we learnt from this experience?"

This is about reparation in its widest sense. ***Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time.***

What does the young person need to move forward? Consider:
• Short term intervention to help to keep them safe, particularly in managing specific situations / transitions that they may find tricky.
• Support, mediation and a structure to enable the repairing of relationships.
• Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.

<u>Woodcroft relational approach for all pupils</u>

At Woodcroft relational practices are present for all pupils and include:

- Emotion coaching
- A PACE approach
- Practices to build connections and strengthen relationships in every classroom (e.g welcoming pupils without judgement)
- Predictable routines, clear expectations in each classroom and across the school
- Co-regulation
- Restorative frameworks and conversations
- PSHE/RSHE lessons
- Whole staff training to support pupils

- Staff support for well-being

Some individuals will require a more targeted approach which may include:

- ELSA support
- Thrive action plan
- Small group work to focus on social skills
- Supported spaces for less structured periods of the day

Pupils with a high level of need may need external support which may include:

- Individual relational support plans (Shared with staff/family/external support)
- Educational psychology referral
- Primary Behaviour Service referral
- Mental health support team
- CAHMs referral
- Use of targeted alternative provision
- Art therapy
- Counselling service

Managing Low Level Disruption

The following approaches are implemented at our school to support children to be able to feel safe, secure, and able to regulate their feelings in order to access learning:

● Being a source of safety and security. Being mindful of projecting a sense of safety through our voice, tone, facial expressions and body language. Being a source of security by providing regular, reliable and predictable attention for those most in need.
● Knowing our children. Making sure that we are aware of any additional learning and language needs, relational, social and emotional needs and any potential triggers for stress of the children we teach. Making an effort to getting to know our children beyond how they are in the learning spaces. Finding out what they are interested in, what their qualities and strengths are and when they are at their best. Letting them know that we are interested in them by listening to them, giving them attention and letting them know that we hold them in mind. Providing opportunities for connection within the classroom.
● Managing transitions. For many children transitions are a source of stress. Greeting children at the door, using routine and structure to manage the start and end of lessons and any transitions within the lessons. Providing additional attention for those most in need at times of transition.
● Managing change. Change can be a stress trigger for many children. Pre-warn of change or novelty, such as a cover teacher taking the lesson or a special activity which involves a change in routine. Supporting children to be prepared and to be able to anticipate the change by the use of practical organisational strategies and for example visual timetables or social stories.
● Making language accessible. Not being able to understand what is expected is a major contributor to anxiety and stress in the learning spaces. Simplify and rephrase language, supplement with visuals and show children what to do as well as telling them. Be very clear when giving guidance and instruction and always check understanding.
● Make learning accessible. Provide differentiated, alternative and personalised learning to meet specific need so that all children can be involved in learning. In particular support children's literacy needs. Support access to reading materials which are beyond their literacy level and when writing is a challenge, support children to record their learning though alternative methods. Some children will require a high level of structure, learning broken down in short tasks, learning/sensory breaks and adult attention to refocus. Be mindful of the balance between support and challenge, challenge is helpful for learning, but not if it tips children into feeling overwhelmed.
● Managing peer relationships and supporting social inclusion. Consider how children are grouped in terms of where they sit and who they work with. Support children to develop peer relationships and to manage conflict through restorative conversations. Teach children how to learn together and provide opportunities for children to connect and learn how to work effectively with each other. Support children who may be vulnerable to social exclusion to connect with others. For those children who experience communication and interaction difficulties facilitate interaction and repair breakdowns in communication.

● Managing the environment. Sensory sensitivities can trigger physical dysregulation for many children. Where possible manage distractions, noise and crowding so as not to overwhelm the child. Provide a space with low sensory demand and opportunities and resources for sensory calming. Consider children's seating position to ensure they are in a position which means that they are able to focus their attention without distraction. Have a safe place to store belongings.
● Make clear agreements. Provide feedback which is effective and give clear guidance and instruction. Children need to have a clear understanding of agreements and expectations and these need to be communicated and regularly referred to and reviewed. Children also need to know what these mean in terms of what they need to do. This needs to be taught, modelled and supported. Children will benefit from feedback which is clear about what they are doing well and what they need to do next and from opportunities for self-monitoring. An individual report or class report card may be helpful for some children and classes.
● Recognise when children are becoming stressed and regulate them. When children become anxious or stressed how the adults respond can make the difference between the stress escalating further or calming down. Use regulating responses to deal with low level anxiety or disruption and have plans in place to recognise and respond to more increasing levels of dysregulation or disruption.
● Repair and restore relationships. Use restorative discussions, meetings and explorations in order to support understanding of needs, understanding of consequences and to ensure that following harm and conflict relationships are repaired. Ensure that learning takes place following conflict and make changes to support need.
● Involve parents. Establish relationships with parents with clear lines of communication. Feedback positives and let them know when there are difficulties. Listen to parents, involve them in supporting their child and offer them support when needed.

Rewards

Our priority is to promote positive behaviour and children will be rewarded in various ways to do this.

Value badges

Each class will receive 2 badges for each of the values (e.g. only respect badges given in Autumn 1). These will be given out daily to the child or children in the class that show that value during the day.

Star of the week

This child will be selected by the class or class teacher as the person throughout the week who has demonstrated the chosen value the most.

Dojo Rewards

Dojo points can be awarded by teachers or LSAs for children showing one of our core values. At the end of the week a bonus of 10 dojo points can be awarded by the teacher for pupils who have consistently shown our values – this includes lunch times and lesson times.

As a guide our very best behaved children could earn 5 per day plus a bonus 10. (35 per week)

At the end of each half-term each class will celebrate their 'Dojo Winner' during celebration assembly.

Whole class rewards

Adults can award classes a class star. This maybe for example: lining up correctly; working well in groups; the best behaved class in assembly; showing our school values as a whole class. These will be shown on a whole school display. When a class has 25 class stars they can ask for an afternoon treat or activity. To make this more formal they need to write a letter to a member of SLT requesting what they would like to do. E.g. DVD afternoon. PJ party

Each class could typically expect to receive between 3 and 6 class treats a year.

Warnings and sanctions

The vast majority of our children will be able to adjust their behaviour in class through clear teacher expectations and the development of strong adult / pupil relationships. Sanctions implemented as a response to an incident can often lead children to further feel humiliated and shamed. These feelings are the opposite of what children need in order to repair the situation or relationships. At Woodcroft, we use natural, logical and protective consequences to help pupils understand the impact of an incident on them, the environment or other people. This does not mean that children will not require a sanction for incidents. For example, if a child is violent on the playground during a lunchtime, they may be required to stay off the playground for a subsequent lunchtime. However, this time should be used to support the child to understand the impact of their actions and how they can be successful moving forward.

Each incident will be considered on an individual basis. Sanctions can range in class from the use of thinking spaces, to short periods of time in another classroom, to SLT intervention. However, it is important that the adult using these sanctions finds time to discuss and restore their relationship with the pupil at an appropriate time.

Serious incidents of violence or use of inappropriate language or repeated disruption may lead to more severe sanctions such as exclusion, however these are only used as a protective response to ensure pupils and staff can work in a safe environment.

Each class records behaviour incidents through an online system called CPOMS. Lunch time behaviour is recorded by lunch time supervisors in a book that is then referred to the class teacher. Both CPOMS and the lunch book are then monitored by the senior leaders to identify behaviour trends.

Ensuring children behave appropriately around our school is the responsibility of every adult in the school.

When planning school trips adults will undertake a risk assessment of all pupils. Pupil behaviour will be taken into consideration and ensuring their safety is a priority. When the risks are considered it may be deemed appropriate that an adult family member supports their child on the trip or in certain situations the trip is not safe for the child to attend. Alternative learning in school will be arranged if this is deemed appropriate. Each trip will be assessed separately.

Role of governors

Is to ensure that the Headteacher and staff are supported in implementing and reviewing this policy on a frequent basis.

Associated Policies

This policy has significant links with policies for SEN, Anti-bullying, Positive handling and physical intervention policy, Child Protection policy, Keeping Children Safe in Education and Use of Reasonable Force which are available on our website or at the school office.

Exclusion/Suspension

For serious incidents, the school follows the current Exclusion Guidance by the DFE updated August 2024 available from the following link:

https://www.gov.uk/government/publications/school-exclusion