



Behaviour Policy

Aims and Ethos

At Alwoodley we celebrate our community and strive to 'grow' a school where everyone is 'learning', where children are 'strong' and where we all work 'together'. Learning Together, Growing Stronger.

We believe this can only be achieved if all adults in the school share the same vision based on the practices that best meet the needs of our learners. We want every member of the school community to behave in a considerate and respectful way towards others. At Alwoodley we believe that the recognition of positive behaviour is more powerful than criticism or drawing attention to undesirable behaviour. We also know that many children have barriers to learning, including Social, Emotional, Mental Health (SEMH) needs and may often suffer from insecure attachments or have witnessed traumatic events. As a result, the behaviour policy at Alwoodley is designed to meet the needs of these learners and aims to **never shame** a child for what has happened in their life or how their life has affected their behaviour. Consequently, we know that applying this approach in the classroom will improve the school experience and outcomes for **all** learners. Our behaviour policy does not focus on rule enforcement, it aims to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Therefore, our 3 school rules are simple and can be applied to all situations:



Behaviour Data

Although, our behaviour policy aims to celebrate children's achievements we know that the school needs to closely monitor children's behaviour to help them access the correct level of support or provision. Therefore, we use the online tracking systems – CPOMs. Staff are asked to report behaviour that causes them a concern, is persistent, or is dangerous. Asking staff to complete this exercise helps leaders collate data about individual and class behaviour. Data that shows a negative trend is not shared with children and is not used to shame or embarrass a learner. Data will also be used to analyse if groups of children are unfairly or unintentionally discriminated against.

Responsibilities

Behaviour Management is the responsibility of all stakeholders at Alwoodley. However, certain responsibilities are managed by governors, by key members of staff and by parents & carers.

The Governing Board

- The governing board is responsible for reviewing and approving the written statement of behaviour principles. The governing board's behaviour principles underpin the aims and ethos of this document.
- The governing board will also review this behaviour policy in conjunction with the headteacher (HT) and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Headteacher (HT)

- To induct children in to the school, sharing the school rules, reward system, sanctions and behaviour principles with all children in assemblies.
- To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- To monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Deputy Headteacher (DHT) or Assistant Headteacher (AHT) may fulfil Headteacher duties if they are deployed to do so.

Special Educational Needs & Disabilities Coordinator (SENDCo)

- Identify children who need adding onto the SEND register for SEMH needs.
- Ensure appropriate provision is provided for SEMH children.
- Work alongside the Family Support Worker (FSW) and Senior Inclusion Worker (SIW) to identify children in need of additional SEMH support.
- Refer children to and work alongside external agencies e.g. Educational Psychologists, SENIT SEMH Team, Art Therapists, etc.
- Apply for EHCPs to support children with SEMH/Behaviour needs.
- Hold regular SEMH Team Meetings to review the provision and needs of the children throughout school.
- Support class teachers with SEND/SEMH needs in class.
- Meet with parents to discuss behaviour and SEMH needs and provision in school.
- Work alongside the Headteacher to effectively deploy staff to meet the needs of the children throughout school.
- Support the transition of pupils from class to class, phase to phase and school to school.

Family Support Worker (FSW) & Senior Inclusion Worker (SIW)

- Regularly review behaviour strategies, approaches and policies.
- Monitor the implementation of whole school behaviour strategies e.g. Restorative Practice, Zones of Regulation (ZOR) & Team Teach.
- Support children who, for a variety of reasons, find the school environment challenging, including: 1-1 sessions, nurture groups, peer mentors, and lunchtime clubs.
- Complete Individual timetables, Boxall Profiles, Nurture Toolkits, Individual Timetables, etc. for pupils who needs additional support to help them learn in class.
- Support and offer guidance to staff and parents & carers in the behaviour management of pupils by:
 - Providing training for established staff and inducting new staff.
 - Meeting parents & carers to provide support and share the techniques being used in the school.
 - Referring learners who display continuous concerning behaviours to school-led interventions.
- Work closely with cluster provisions, local authority provisions and Pupil Referral Units (PRUs) to support children receiving their education off-site.
- Provide information and reports on pupil behaviour.
- Support pupils who have been removed from the classroom.
- Meet parents and carers to welcome children back to the school after suspension.
- Monitor incidences of bullying and follow the agreed policy. The school also has an Anti-Bullying Policy. This details how positive relationships are encouraged and how issues of bullying dealt with. This policy also

addresses how the school will respond to incidents of harmful and abusive behaviour including forms child-on-child abuse; sexual violence & sexual harassment.

- Monitor hate incidents - If we discover that an incident of hate has taken place, we act immediately to stop any further occurrences of such behaviour. Forms of hate could include: Homophobic, Racist, Trans, Online, Peer on Peer and Gender. Any reports of such behaviour will be recorded and reported to all parents/carers of the children involved. STOP Hate UK will also be notified. Afterwards, the SIW will use restorative practice techniques with all pupils involved. If appropriate teachers will then educate learners about the negative impact hate, suppression and lack of tolerance has had on people in the UK and the World. This work will be provided by the PSHE lead.

Class Teacher

- Must be a role model for the children, treating each child fairly.
- Induct new cohorts of pupils in to their classes, reinforcing the behaviour policy.
- To ensure that the school rules are applied consistently in their class, and that the children they are teaching behave in a positive way during lesson time whilst considering each child's background, additional need, SEMH, etc.
- Follow the principles and teach the lessons of Zones of Regulation and support children to access ZOR activities and the nurture rooms.
- Share children's behaviour, both positive and concerning, in school with parents and carers. This could be through parents' evenings, notes or phone calls home or at the classroom door. This will always be done in a sensitive way taking account of any known issues including Child Protection concerns.
- Communicate the needs of the children in their classes to classroom staff and any other adults e.g. visitors and coaches.
- Direct classroom staff to support children's behaviour choices and role model positive strategies for dealing with challenging behaviour.
- Work with Special Educational Needs & Disabilities Coordinator (SENDCo) to:
 - Identify children who need intervention work to support their behaviour in school.
 - Identify children who require alternative lunchtime provision to support behaviour at this time.
 - Liaise with members of the inclusion team to monitor the progress of children with SEMH needs.
 - Contribute to individual provision maps and IPRAS alongside members of the inclusion team.
 - Share documents with all members of staff working in the child's class.

Classroom Staff

- Support the class teacher to manage behaviour in class.
- Follow the principles of Zones of Regulation and support children to access ZOR activities and the nurture rooms.
- Liaise daily with the class teacher about behaviour issues in class.
- Seek support from the class teacher or senior members of staff where appropriate when dealing with concerning behaviour.
- Speak to parents under the direction of the class teacher.
- Manage and lead behaviour interventions supported by the Senior Inclusion Worker.

Parents and Carers

The school's ethos on behaviour is shared with parents when they visit the school for an admissions meeting. It is also detailed in the home/school agreement. The home/school agreement expects parents to work with staff to support their child if concerns about their child's behaviour are reported to them. Parents and Carers should:

- Read and agree with, by signing, the home school agreement when enrolling their child in school.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Address any queries in relation to their child's behaviour firstly with the class teacher, then to the a member of the pastoral team.

If the school has to use reasonable sanctions as a consequence to unwanted behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a school leader. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Restorative Practice

Restorative approaches encourage pupils to think about how their behaviour affects others. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

If there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful. When our pupils find themselves in conflict or upset we will ask them:

- What happened?
- What were you thinking when it happened?
- What needs to happen to put this right? What would you do differently next time?

We might also say to our pupils:

- What would you think if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

A Trauma Informed Approach and Zones of Regulation

At Alwoodley we understand that it is our job is to teach the pupils we have; not those we would like to have; not those we used to have; but those we have right now.

As stated earlier we know that many learners at Alwoodley will have barriers to learning, including Social, Emotional, Mental Health (SEMH) needs and may often suffer from insecure attachments or have witnessed traumatic events.

Trauma occurs when an event is so frightening it causes a prolonged alarm reaction, where the body is primed and pumped with chemicals and enzymes such as adrenaline and does not calm down for a long time. In any person, this creates an altered neurological state. The severity of this depends on a number of factors, including previous experiences of trauma and the availability of support. (Calmer Classrooms, 2007)



This diagram lists the types of trauma children may experience.

If we accept this description and understand why it is true, then we have a responsibility to ensure it is embedded in the practice of our school. Zones of Regulation is used at Alwoodley to help children understand, recognise and moderate their emotional responses. This whole school approach helps children manage their emotional literacy. It is explained to children that there are no good or bad feelings and that it is normal to feel a range of emotions.

Zones of Regulation is a curriculum geared towards helping students gain skills in consciously recognising their emotions, which in turn leads to increased regulation and problem-solving abilities. Using a cognitive behaviour approach, the curriculum helps students learn how to organise their feelings into four different Zones and use metacognitive strategies to regulate within specific zones to meet their personal, organisational and social needs. Students will explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to help them stay in or move between zones.

By using ZOR we aim to help individuals to discuss their emotions and place themselves into the 4 optimal zones:

- Blue zone: sad, tired, sick or bored
- Green zone: happy, calm, feeling okay, focused, ready to learn
- Yellow zone: frustrated, worried, silly, excited and loss of some control
- Red zone: intense and extreme -mad, angry, terrified, elated, out of control

At Alwoodley, using trauma informed approaches, such as ZOR, to help children regulate their emotions, we recognise that:

- Behaviour is a form of communication – Although, possibly dangerous, a child's behaviour at school might be a very normal response to an adverse life experience, when the child may not have felt safe.
- Children may have mannerisms, body movements or behaviours that let adults know that they are struggling.
- A child may not be ready to discuss an issue if they are not regulated and the child may need to use their preferred sensory tools or stimuli to regulate.

- Staff should not expect immediate results or returns - a child might be dismissive of you but this does not mean that the adults' actions were not valued.
- Children may persistently challenge adults to prove to themselves that adults do not care. This can be upsetting for staff leading to forms of secondary-trauma. Secondary trauma is when a child's trauma or associated behaviours affect the behaviours of another adult or child.
- Some children may sabotage all forms of behaviour initiatives.

As a result, staff will adapt their practice to support children, these include:

- Staff will use small actions to reward children – shaking hands, smiling at and greeting a child on their way into school can really add to their sense of belonging and safety.
- Staff will use a positive approach, understanding that children may need very specific and descriptive praise or discrete non-verbal feedback.
- If a child with known SEMH needs, shows that they are beginning to lose focus, this needs to be spotted, acknowledged and addressed. Staff will know what sensory approach children prefer to help them regulate.
- If a child displays challenging behaviour staff will only express disapproval of the behaviour and not the child and engage and empathise with the child before they try to address the behaviour.
- If a child is not regulated staff will help children explore how they feel by naming feelings.
- If a child is not regulated staff will also tell the child that they care about them and they want to make sure that the child is safe.
- If a child is behaving dangerously, they will be told, using the words dangerous and big to describe their actions.
- Staff are encouraged to swap roles and support one another if a child is not responding to the adult working with them. This approach is called 'change of face'.
- The school does not usually use reward charts for individual learners. We use 'brain breaks' for children requiring additional support for SEMH needs and reserve reward charts for class targets.

Furthermore, ZOR is a taught scheme used across school in every year group. Time is dedicated to teaching these sessions. Interactive ZOR displays are used in each classroom as a way of children indicating how they feel. A member of staff can then help the child to regulate their emotions until they are feeling more comfortable and able to access their learning again.

Staff should model which zone they are in, e.g. I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend etc.

The ZOR spaces (nurture rooms) are interactive and children are able to use a range of sensory activities to regulate their emotions. This is available to all children in school and access is supported by a teacher or support staff.

At Alwoodley, by using a trauma informed approach and ZOR principles, we have provided a set of sentence starters that can be adapted to support all learners.

- We can talk when you are ready.
- I wonder if you are feeling (sad, etc.)? Match these feeling to the ZOR colours.
- How can I help you feel like you are in the green zone?
- They are big words and actions to match your big feelings.
- You will not push me away – I care.
- I know you're scared, let me help.
- What would you like me to know?
- I am going to a quiet space and I would like you to join me there.
- I would like you to return to your seat, please, and begin your task.
- I need to keep you safe.
- What will help you calm down?
- Can I get someone for you?

Depending on the age of the child, language will be adapted to describe if a child is in fight, flight, freeze mode; if they are regulated, or; if they have disassociated.

Staff will never use language that shames children for their behaviour or exaggerates their actions, this includes: lost it, kicked off, on one.

Some children may require pupil passports. These will detail the types of activities that lead a pupil to display concerning behaviour; what helps them regulate; and who they like to support them if they need to regulate.

Reward System

Staff are expected to provide rewards to build on effort, resilience, behavioural or academic success. The use of praise fosters motivation and high self-esteem; two major factors in evolving self-disciplined pupils. At Alwoodley we know that children enjoy receiving regular verbal feedback to reinforce positive behaviour. They also respond well to praise and like to be rewarded with instant rewards such as: completing a job for an adult, becoming a monitor, being asked to line up first or hold a door, the rewards are endless. Children are "caught being successful".

As well as team points, staff can also use stickers, certificates and the weekly celebration assembly to acknowledge children's positive behaviour.

Consequences

If a child is not following the school rules or their concerning behaviour is deemed to be consistent a member of staff can issue a sanction with a consequence, always being mindful of the school's ethos of not to shame the individual or group.

The school follows a colour system (loosely linked to ZOR).

- Yellow 1 – some time away from the group (compassionately), adults must talk to the pupils using ZOR techniques. Add to CPOMs
- Yellow 2 - some time in another class (compassionately), adults must talk to the pupils using ZOR techniques. Add to CPOMs
- Red – Red will added to CPOMs and issued for...
 - Persistent negative behaviour
 - Disruptive behaviour
 - Violence and Hate
 - Refusing to complete tasks

All red behaviours will result in a logical consequence being issued. In extreme cases removing children from their classrooms, for an agreed period of time, can be a logical consequence. The Senior Inclusion Worker will decide if this action is necessary. Teachers must not use visiting leaders in the school as a consequence.

If a child's behaviour leads them to not completing a learning task, the child will always be asked to complete the work as a logical consequence. This may be at break time (if so, an individual sensory circuit will be to be put in place to break up subsequent learning).

At Alwoodley, pupils will not miss lunch time as a consequence because this is when play provision is provided. In rare cases, if children are dysregulated in the playground, they may be removed for a short period until their behaviour has returned to baseline. In this case, the learner will be supported to reengage in safe and appropriate play when they are regulated.

If the red behaviour is linked to bullying, disagreements or aggression towards pupils or staff a restorative conversation will take place, this will be led by the Senior Inclusion Worker.

If children have a SEMH provision map, logical consequences will be listed on the plan. The plan might also state that the agreed reward system may also need adapting to reduce children's sense of shame.

Although a consequence could include a loss of reward, it is the school's steadfast rule to never remove a previously earned reward as a consequence or to tell the children that they can earn a reward back.

Removal from the Classroom, Suspension and Permanent Exclusions

Removal from the classroom will be used for serious and/or repeated incidences of persistent or dangerous behaviour. Parents will be informed if their child has been removed from their classroom. Pupils who have been removed from the classroom will be supervised by a group of available staff, including: HT, DHT, AHT, SENDCo, FSW, SIW or staff responsible for 1:1 support.

Suspension is an extreme action and only occurs when all other avenues have been considered. Only the headteacher (or the acting headteacher) has the power to suspend a pupil from school. The head teacher may suspend a pupil for one or more fixed periods. The rules of suspension set by Leeds City Council will be adhered to.

A child may be suspended if:

- There is deliberate physical or verbal abuse to a member of staff or pupil

- Incidences of hate or bullying
- Damage to the property
- The child continues to cause educational harm by repeatedly disrupting work of the class.
- Wilful and repeated attempts to compromise public health.

If the head teacher suspends a pupil, they inform the parents/carers immediately, giving reasons for the suspension. The headteacher informs the Local Authority.

After the suspension has finished, discussions will then take place with parents/carers to share how their child will be reintroduced to school and what standard of behaviour will be expected of their child, as well as the part that home and school has to play in trying to improve behaviour.

The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. The headteacher informs the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The Local Authority is informed.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Reasonable Force

Although school does not have a 'no-contact' policy, physical intervention is not used as a form of discipline. Staff members only intervene physically to restrain in line with government guidelines

Reasonable force can be used to prevent pupils from, committing an offence; injuring themselves or others, or causing damage to property; compromising the good order or discipline of the school.

these are: School cannot use force as a punishment – it is always unlawful to use force as a punishment (Use of reasonable force – July 2013).

If reasonable force is used, staff must complete a physical intervention report and body map on CPOMs and parents will be informed. For more information see the Care & Control Policy.

Searching, Screening and Confiscation

The headteacher and staff authorised by the headteacher, including: DHT, AHT, SENDCo, FSW & SIW, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. In doing so, the staff will ensure that the pupil's welfare is considered and safeguarding policies are adhered to. It is the school's policy, unless in situations with an imminent danger, that 2 adults will be present during a pupil search. The school recognises that a body search can be a traumatic experience for any pupil so will make sure that a restorative session takes place, as soon as possible, after the search.

Prohibited items are:

- Knives or weapons (including sharp objects that have been found or made)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person
- Mobile phones or other electronic device (refer to online safety policy)

Staff can seize any prohibited item found as a result of the search.

Mobile Phones & Similar Devices

Children in years 5 & 6 are permitted to bring a mobile phone to school. This is because, with parental consent, they are able to walk to and from school on their own. To prevent children sending and/or receiving notifications or messages via mobile phone networks and to limit the ability to record audio and/or video throughout the school day, including during lessons, breaktimes and lunchtimes, children have to hand their devices to a teacher on arrival. At home time and once out of the school building, the mobile phones will be returned to the pupils.

Behaviour Outside of the School, including Online

At Alwoodley Primary School concerning behaviour, intimidation or incidents of hate witnessed by a member of staff or reported to school whilst a child is wearing his/her school uniform and travelling to and from school will be treated seriously. If it is believed that children have not followed the school rules during this time then the same warnings/consequences will be applied.

The school will also issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

If school believes that the child's behaviour is anti-social then the police may be informed. If the behaviour is criminal or poses a serious threat to a member of public, the police will be informed. School will also ensure that significant steps are taken to safeguard the child.

Training & Support for School Staff

As employers, schools and local authorities have a duty of care towards their employees. It is important that Alwoodley Primary School provides appropriate induction for new staff and regular training for all staff. Regular training will be provided in briefing sessions and staff meetings. If staff wish to improve their knowledge of childhood behaviours they are able to ask for support from leaders and use performance management reviews as an opportunity to seek external support.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Leaders will also provide pastoral care to any member of staff or pupil who been accused of misconduct. The headteacher will refer to guidance in part 4 of Keeping Children Safe in Education and our child protection and safeguarding policy

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil, including SEND. See sections above.

Pupils can also access support by talking to school staff or posting messages into the 'I wish a grown-up at school / my teacher knew...' boxes situated around the school. Pupil support will be provided by staff within the school – see roles and responsibilities above.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Ratified by Governors: Summer 2023

Reviewed: May 2024