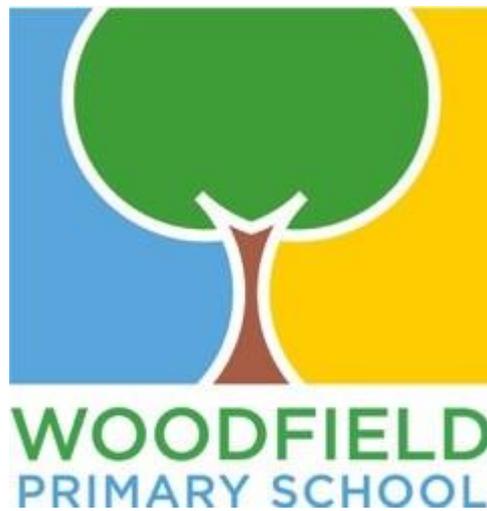


# Woodfield Primary School



## (27) Behaviour and Inclusion Policy

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Written by	Woodfield Primary School
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# ***Woodfield: a place where we belong and are inspired to achieve and thrive***

At Woodfield Primary School, we strive to promote an inclusive, child centered approach to learning, where our core values of aspire, create, respect, explore and engage are at the centre of everything we do.

Access to inspiring and motivating learning experiences through quality first teaching, ensures everyone is able to achieve their potential in all areas of school life.

Our commitment to social responsibility, honesty and caring for others promotes our aim to be an integral part of the wider community, which values and enriches whilst providing opportunities for all.

In summary, we nurture and support all our pupils to reach their potential whilst promoting wellbeing and celebrating the talents and achievements of all.

***Our values of Aspire, Create, Respect, Explore and Engage underpin our everyday practice in promoting positive behaviour.***

**Aspire** to be the best you can be.

**Create** and see the world through imaginative eyes.

**Respect** yourself and others.

**Explore** and enjoy the world around you.

**Engage** in the pursuit of ideas and happiness.

## **Our Rationale**

We are a Thrive school which is embedding the approach across the whole school. We are therefore deepening our understanding of how we can support the development of social and emotional learning and in what way this underpins our capacity for wider academic learning.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses which might feel overwhelming. Attentive, observant adults working in relationship with pupils are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

We believe that everyone has the right to feel safe, special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each pupil needs to develop. Within this, consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

## **Our Aims**

To enable pupils to

- Experience challenges and take risks whilst building on their capacity for self-regulation, resilience and confidence.
- Become independent, self-aware and successful learners.
- Be able to understand, regulate and manage emotions by applying thinking between feeling and action.
- Show empathy and understanding towards others.

From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.

Gaining a sense of pride and belonging, building self-awareness through planned and incidental social and emotional learning and positive experiences is central to the ethos of our school.

### **Our Approaches**

At Woodfield we endeavour to promote and develop positive behaviour through:

- High quality, differentiated education which involves pupils, builds on success, ensures progression and involves and informs parents.
- Whole class THRIVE screening and action plans which ensure pupils have access to developmentally appropriate social and emotional learning opportunities and activities.
- The consistent implementation of the vital relational functions.( see appendix 1)
- A strategic response to the social, emotional and mental health provision for both individuals and groups of pupils.
- Encouraging pupils to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two.
- Enabling pupils to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways.
- Recognising pupils with Special Needs (SEND) within our behaviour systems by providing appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent.
- Reinforcing positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment.
- Ensuring pupils know explicitly what behaviour is expected in different circumstances.
- Having consequences for appropriate and inappropriate behaviour choices which are to be agreed and known to all involved.
- Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach.

- Adults being observant, open and inclusive, acting as role models and co regulator when needed.
- Rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.

### **Specific Classroom Approaches**

Use of the following approaches are actively promoted:

- **Jigsaw/PSHE and RSE (Relationship and Sex Education) Lessons** – A weekly time to discuss moral issues. This may be in response to specific needs in the class, current global issues, or the PSHE and RSE curriculum which promotes all aspects.
- **Thrive Sessions** are delivered by the class teacher using their class action plan on at least two occasions each week
- **Pupil Voice** – Class teachers regularly seek opportunities to gather pupil opinions on different academic and emotional issues and use this to collaboratively plan next steps in learning and teaching.
- **Use of Personal Target Setting** to develop pupils' sense of responsibility for their actions, motivation and ownership of their learning. This can be both academic and socially related.
- **Moving around school / Areas** – Pupils must be supported and encouraged to consider others when moving around school. Staff must ensure that all pupils are expected to line up and walk around school quietly and in single file. Pupils who find transitions difficult must be supported by their key adult/team to enable them to settle to learn as quickly as possible.
- **All pupils are encouraged to follow the Code of Conduct:**

**Ready -**

We wear our uniform with pride.

We are ready to learn.

**Respectful -**

We are friendly, kind and helpful.

We are polite and listen to each other.

**Safe-**

We look after everything and everyone.

We keep ourselves and others safe.

## **Procedures for Dealing with Specific Issues**

1. If a pupil is repeatedly presenting with challenging behaviour your phase Leader should be informed in order to explore the meaning behind the behaviour. This should be discussed with the Inclusion Team to explore any support and strategies that could be put into place e.g Individual Behaviour Support Plan.
2. If required a Behaviour Support plan should be created by the class teacher to highlight the strategies that work for the child and to ensure they are implemented consistently by all members of staff.
3. If a child becomes dysregulated during the school day, then the Key Adult/ LSA named on the support plan should support the pupil using the Thrive Approach and strategies within the support plan.( See appendix 1.)
4. If, however strategies are unsuccessful and behaviour becomes more heightened, then the Inclusion Team should be notified so they can provide support.
5. If the Inclusion team are not available, then the Phase Leader should be notified so that they can direct some support.
6. SLT will be notified and provide support if all other avenues have been explored.

### **Involvement of Senior Leadership Team**

More serious incidents of behaviour will be reported to SLT.

The Leadership Team will ensure that these incidents are dealt with in an appropriate manner.

The Senior Leadership Team record all more serious or recurring negative behaviour incidents on CPOMS. This enables patterns in pupils' behaviour to be identified and parents or other external support involved where appropriate. Parents will be notified of all serious behavioural incidents or recurring behaviour problems to enable school and home to work together to promote positive behaviour.

Concerns regarding a pupil's behaviour or learning will be discussed at pastoral care meetings and appropriate action agreed whether this is to put in specific behaviour support systems, involve parents or refer to external agencies.

### **COVID 19 amendment**

**For those pupils who present a potential risk to themselves or others, a risk assessment will be completed. This must consider the level of risk to the pupil and others in relation to COVID 19 and determine whether it is safer for the child to be at home or school.**

**The Head Teacher has to ensure the Health and Safety of both pupils and staff members. Risk assessments must ensure that has been addressed. HASAWA (1974) Section 2 & 3.**

**The use of reasonable force should be avoided unless absolutely necessary for the very shortest time due to the heightened risks associated with Covid-19.**

**Should behaviour begin to escalate, de-escalation strategies will be used alongside the Thrive Vital Relational Functions. Parents/ carers will be contacted to come into school immediately when a child becomes a potential danger to themselves or others. This includes the risks associated with COVID 19.**

**Using reasonable force or other physical contact (detail in positive handling policy)**

**Education and Inspections Act 2006 states:**

**Power of members of staff to use force**

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- a) Committing an offence
- b) Causing personal injury to or damage to property of, any person (including the pupil himself), or
- c) Prejudicing the maintenance of good order and discipline at the school or amongst any pupils receiving education at the school, whether during a teaching session or otherwise.

(2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

**The DfE Guidance on the Use of Reasonable Force 2013 suggests that reasonable force may be used to:**

- Remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so.
- Prevent behaviour that would disrupt a school event, trip or visit.
- Prevent a pupil from leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others
- Prevent a pupil attacking a member of staff, another pupil or stop a fight in the playground.
- Restrain a pupil at risk of harming themselves
- Reasonable adjustments will be made for disabled or SEND. Pupils.
- It is unlawful to use force as punishment.

Please read this policy alongside the Home School Agreement, Anti-bullying Policy, RSE Policy and PSHE Policy

## The Vital Relational Functions (VRFs)

There are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development for the child of a healthy sense of self. These are known as the Vital Relational Functions (VRFs), sometimes called the Vital Adult – Child Regulating Functions (VA-CRFs). They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern3 1998).

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

### Attunement Validation Containment Soothing

Remember to demonstrate these essential tools as part of your general way of being with the child.

- **Attune: Be alert to how they are feeling:** demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. **Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child's emotional state.**
- **Validate: Be alert to the child's experience:** validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading otherwise, contradicting.
- **Containment: Be alert to how they are feeling:** demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or painful sorrow a survivable experience. **Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces.** This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world. **Be alert to how they are feeling: demonstrate emotional regulation by soothing and calming their distress.** Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it.

### Develop a positive significant relationship

- **Set the emotional tone of your engagement with the child – avoid being pulled into a feeling by the child's state.** Know how you want your engagement to be. Consciously act to develop that.
- **Separate out the behaviour the child uses from the child him/herself in your response:** continue committed contact with the child even as you stop the unacceptable behaviour.