



**WEST CROFT SCHOOL**  
**POSITIVE BEHAVIOUR POLICY**

Updated October 2021

Children discovering their legacy through an exciting range of experiences - that is our core aim at West Croft School. Through a positive approach to behaviour management, we encourage each child to have a sense of responsibility and self-discipline that is supported by both staff and parents.

At West Croft, we believe that children have the best possibility to succeed and behave well when expectations are clear and consistent.

Through the behaviour policy we will help children understand that:

- their behaviour is a choice and is under their control
- their behaviour affects the way others learn, think and feel
- their behaviour affects their own and others' safety
- good behaviour is expected of all pupils all the time
- all behaviour has consequences – good behaviour is celebrated and rewarded; challenging behaviour will be dealt with but may require sanctions to help the child understand their impact on others

Staff will be expected to:

- model the behaviour expected of pupils at all times
- be clear and consistent with expectations, rewards and sanctions, in line with this policy
- use the shared language of behaviour management
- consider the health and safety implications of how behaviour is managed within the school, maintaining children's safety as a priority at all time

### **Equal Opportunities Statement**

West Croft School is committed towards equal opportunities in all aspects of school life.

### **The writing of this policy**

Staff, parents, governors and children have been consulted on positive behaviour management and their views have been taken into consideration when updating this policy.

### **Rewards**

We foster and encourage positive behaviour choices by acknowledging children who demonstrate excellent behaviour. Individual classes have their own behaviour reward systems. Children are also given Dojo Points to reinforce positive behaviour choices. A Dojo message will be sent to parents if a child excelled in their choices or the learning.

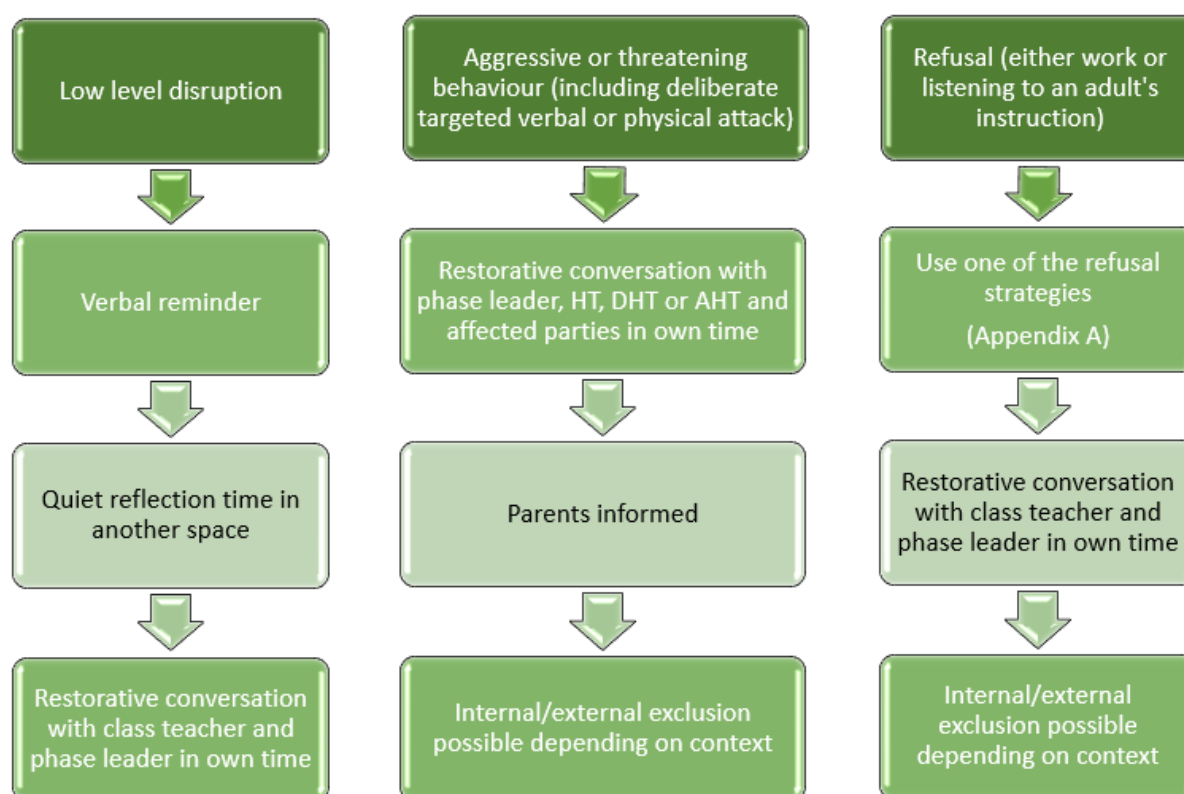
### **What happens if a child demonstrates unacceptable behaviour?**

It is acknowledged that behaviour is a form of communication. These situations need to be dealt with compassion and understanding. In the Nursery and Reception, we aim to teach children to be consciously aware of their feelings and the feelings of others and how to manage their own behaviour by identifying behavioural issues and using them as a teaching point.

### **Sanctions**

When considering appropriate sanctions, we...

- where necessary, considering flexibility in the application of consequences to suit the individual child and circumstances
- seek to ensure that sanctions imposed in response to the unacceptable behaviour do not damage relationships or pupil's self-esteem
- ensure that sanctions are only applied to those children who need them, not to the whole class
- If a child is not considering the behaviour expectations of the school and their behaviour is challenging in any way, the West Croft behaviour flowchart will be followed:



### **Communication to parents**

When there has been intervention from a Senior Leader (this includes phase leaders), parents are to be contacted, preferably by phone call.

### **Recording**

When there has been intervention from a Senior Leader (this includes phase leaders), incidents must be recorded on CPOMs.

### **Break times and Lunchtimes**

If poor behaviour choices are made at break time or lunchtime, the teacher or MTA on duty must report back to the class teacher or the Senior Leader on duty.

## **Changing patterns of behaviour**

Through discussion with all the stakeholders (staff, parents, pupils), a range of strategies will be considered to break this negative cycle, and to get to the point where the pupil's behaviour is under their control, initially through application of rewards and sanctions, and eventually through their own self-discipline. A Behaviour Care Plan will be drawn up if necessary, ensuring the child's voice is heard through all joint decisions made. Communication needs to be maintained between teachers, SLT and parents through regular reviews about how these strategies are working, and especially to consider when they might be withdrawn. All conversations with parents about this issue are logged on CPOMS.

## **Additional Strategies**

- a RAG-rated timetable to identify any patterns of behaviour or particular sessions that are the antecedent for poor behaviour choices
- A reduced or adapted timetable – when a pupil is not coping with particular parts of the school day and there are regular triggers, opportunities will be sought to reduce these through giving an individual timetable.
- A 20/20/20 lunchtime – where problems stem from amount of time spent on the playground, or around certain other pupils, pupils may benefit from one third of their lunchtime eating, one third indoors doing something constructive, and one third outside playing.
- An adapted timetable to meet the child's needs. This could include a session of Forest School or Music Therapy.

## **Inclusion**

While challenging behaviour is not by itself a SEND (Special Educational Need or Disability), it is clearly the case that underlying needs can contribute to how pupils behave in school. Examples of this can include: - Autism Spectrum Conditions - Attention Deficit Hyperactivity Disorder - Attachment Disorders - Other communication, social, emotional and mental health difficulties. With this in mind, we ensure:

- We work in close partnership with pupils' parents/carers, whether or not the same behaviours are exhibited at home.
- We seek advice from external professionals is given due consideration and acted upon in a timely and strategic manner, such as through updating a behaviour/care plan.
- Pupils without SEND who frequently present unwanted or challenging behaviour are assessed within the school (with external support as necessary) in order to identify whether underlying needs are contributing to this. Tools such as the Boxall profile can be helpful with both identifying and tracking improvements in pupils' behaviour.

## **De-escalation**

Wherever possible, attempts should be made to de-escalate situations well before the need for physical intervention, including taking all reasonable steps to reduce the risks to the safety of all involved. Training is provided to all staff in strategies and approaches for de-escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise. Examples of de-escalation strategies include (depending on the circumstances): -

- Distraction - Humour
- 'Change of face' – introducing a different adult into the situation
- Withdrawal of other children
- Suggested self-withdrawal by child to an agreed safe place
- Strategic ignoring

For this to be effective, all of this requires good communication and a shared understanding of the child's needs, as recorded on a behaviour care plan. It also requires staff themselves to present extreme calmness and positive intent to bring the situation under control.

### **Positive Handling**

Where circumstances are such that physical intervention is required, the following should be considered:

- Use of reasonable force is a power, not a duty, so staff cannot be compelled to hold pupils.
- It is preferable that only trained staff undertake safe holds, but if none are available then all staff have the power to use reasonable force.
- Be clear (with yourself and verbally with the child) about the reasons for holding a child, as this will need to be reported subsequently.
- Ideally safe holds will take place in a safe, comfortable, withdrawn location which will preserve privacy and support pupils in calming down later on.
- Pupils requiring a safe hold will most likely be in a heightened state of arousal, and as such all investigations of what has happened and discussions of further consequences should be withheld until after they have calmed down.
- Using reasonable force is an extremely sensitive, demanding and potentially dangerous experience for staff and pupils, and support from school leadership should be available to all involved in following up situations where such force has been used.
- Safe holds should be very rare, but if they frequent or are becoming anything other than an emergency procedure, school leaders should be proactive in revising pupils' behaviour/care plans and risk assessments in order to reduce the need for safe holds, where possible.

Furthermore, the following are the key requirements of this policy:

- Safe holds must not be used as a sanction, but as a means of making a situation safe.
- A child must not be held for any longer than is necessary to make the situation safe.
- When a child is being held, as quickly as possible steps must be taken to ensure more than one adult is present, in order to support the colleague who is safe holding the child, as well as to monitor the safety of all those involved.
- Where a pupil involved has SEND, schools must ensure reasonable adjustments are made.
- All safe holds must be recorded on CPOMs, setting out (a) the antecedents for the behaviour, (b) the behaviour which was being exhibited by the pupil which requires restraint, (c) the technique used to restrain, including how firmly and for how long (d) the effect on staff and pupils involved, (e) how the matter was resolved.
- All safe holds must be reported to parents/carers, including all the information recorded within the school's system, in a timely and transparent manner.

### **Exclusions**

The following statements are made in accordance with the full guidance found in Exclusion from maintained schools, academies and pupil referral units in England (DFE, 2017), which is the key point of reference for all schools in handling exclusions.

### **Forms of Exclusion**

There are three forms of exclusion: -

- Fixed-term (up to a maximum of five days, and no more than 45 days in one academic year), whereby a child must remain at home during that period or be educated temporarily in another school
- Lunchtime exclusions are fixed-term exclusions whereby a pupil is not allowed to be in school for a set number of lunchtimes.
- Permanent exclusions - when a child has been permanently excluded, the school has a duty to inform parents, the Local Authority and the school's Local Governing Board.
- Informal exclusions, such as a child going home to cool-off, or a child being withdrawn to prevent an exclusion occurring, are illegal.

### **Decisions on Excluding pupils**

Decisions about whether to exclude a pupil rest only with the Headteacher. While there is no definitive list of reasons to exclude, the guidance on permanent exclusion is also useful for fixed-term exclusions, whereby a child can only be excluded

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Headteachers may take into account behaviour at school or outside of school when making decision around exclusions. It is important that, where possible, a pupil's voice is heard before the decision is taken to exclude them. Decisions on exclusion should also take into account pupils' age, developmental stage and any additional needs – pupils from vulnerable groups are statistically more likely to be excluded – not as a reason not to exclude, but in considering whether these needs are being (or can be) effectively met within the school.

### **The Process of Excluding pupils**

All exclusions should be recorded through CPOMs. Where exclusions have occurred as a result of harm caused to other pupils, we will sensitively communicate with any other pupils' parents/carers about their actions taken, including the decision whether to exclude a pupil or not.

### **Re-integration after Fixed-Term Exclusions**

On the first day after a fixed-term exclusion, parents and pupils must be invited to attend a re-integration meeting, in order to:

- reflect on the reasons for the exclusion
- create or update a behaviour/care plan and/or risk assessment for the pupil
- plan for the pupil's re-integration, including any necessary adaptations to the timetable or curricular provision, so that the risks of repeated exclusion are minimised
- enable or plan for any restorative approaches to take place. If parents/carers are unable to attend this on the first day the child may return to the school but a full meeting should be arranged within five working days. Attendance from external agencies (Educational Psychologist, Behaviour Support, Inclusion Officer, etc.) may be sought in order to support the re-integration meeting.

### **Alternatives to Permanent Exclusion**

Where a child has had repeated fixed-term exclusions, or is at risk of permanent exclusion, alternatives should be sought wherever possible, including:

- temporary adaptations to timetables or curricular provision
- temporary alternative provision procured from another provider
- temporary adjustments to staffing ratios (e.g. key worker support)
- managed move to another school

All of these decisions should be made in partnership with parents and external agencies. Permanent Exclusion When a child has been permanently excluded, as well as the duties to inform parents, the Local Authority and the school's Local Governing Board, schools must also inform Trust officers so that they can provide support to schools as appropriate.

## **Appeals**

In accordance with DFE guidance, responsibility for reconsidering a permanent exclusion sits with the Local Governing Board.

## **Dissemination of the policy**

- All staff members and governors will have access to a copy of this policy.
- A copy of this policy will be available of the school's website.
- Electronic copies will be available on the school's IT systems.
- Copies will be available to view in the school office upon request by teachers, parents and carers.

## **Date for review of the policy**

The policy will be reviewed annually using a consultative process which identifies teacher and whole staff; pupil and governor feedback.

Signed:

Head teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

# 12 Strategies to Handle Work Refusals

[www.thepathway2success.com](http://www.thepathway2success.com)



Give extra wait time



Conference with the student



Keep teaching the class



Use de-escalation strategies



Focus on the relationship



Provide supports and accommodations

Create an incentive plan



Give student choice



Be reflective and open-minded



Pathway  
2 SUCCESS



Avoid threats and power struggles

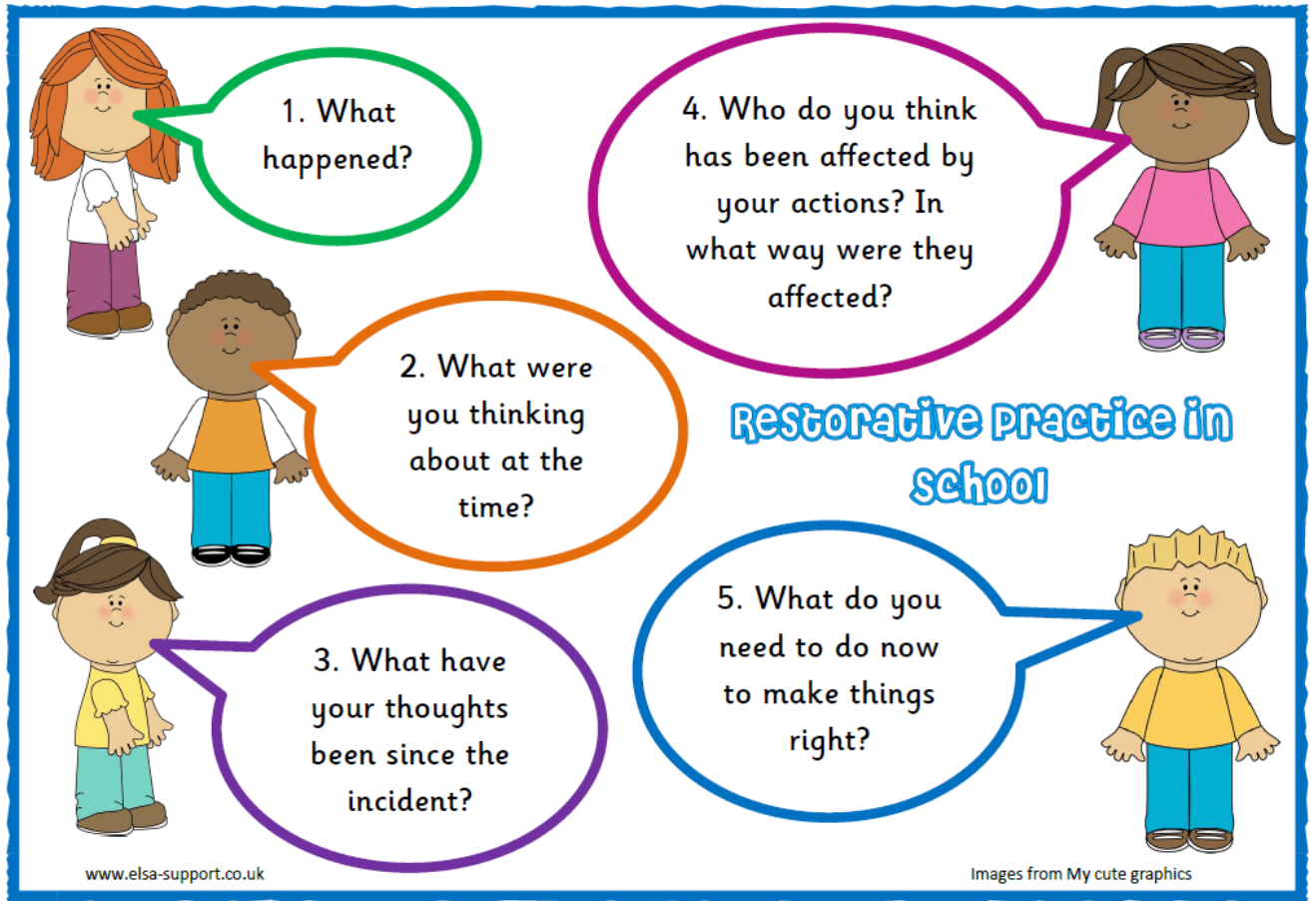


Keep the student in the room



Focus on your own self-care

Appendix B – Restorative conversation framework



Appendix C – Reframing the Behaviour

