DUNSTALL HILL PRIMARY BEHAVIOUR POLICY

Document Control Table

Title	Dunstall Hill Primary Behaviour Policy
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Date Approved	Approved by Local Governing Body 14th September 2021
Approved By Name	Andy Fisher (Chair of Governors)
Next Review Date	September 2022

Document History

Date	Author	Note of Revisions
17/7/2017	RK/EP	Appendices – Changed Good to be Green Triangles, Added Green, purple and red posters.
5/7/2018	NH/ED	Page 5, last para changed red to purple card, page 6 para 4, added note on platinum cards, page 8, changed red to purple card. Appendix 6 and 7 swapped for a more logical order
Sep 2019	DA	Adapted Trust policy to reflect individual school procedures.
July 2020	LF	Pg 4 – change giving to providing
July 2020	LF	Pg 5 – changed week to fortnight, also on pg 7. Added carers next to parents. Including CPOMS next to scholarPack
July 2020	LF	Pg 6 carers added to parents. Change of Headteacher to Head of School, also on pg 9. Added Phase Leaders next to Head of School to present prizes.
July 2020	LF	Pg 10 – deleted and Purple cards. Included CPOMS next to ScholarPack
July 2020	LF	Pg 12 – included CPOMS next to ScholarPack
July 2020	LF	Pg 12, 13 added carers next to parents. Change in to to.
September 2021	RC/LF	Head of School changed to Headteacher.
September 2021	RC/LF	Pg 4 - added 'to' on bullet point one before all adults.
September 2021	RC/LF	Pg 4 – changed 'about' to 'around' school.
September 2021	RC/LF	Pg 7 – Changed 'traffic light' to 'Good to be Green chart'.
September 2021	RC/LF	Pg 7 – changed 'bad behaviour' to 'negative behaviour'.
September 2021	LM/LF	Pg 7 – removed 'class pass' paragraph as not applicable to

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		Dunstall Hill.
September 2021	LM/LF	Pg 12 – changed 'on-going problems' to social, emotion and mental health difficulties.
September 2021	LM/LF	Pg 18 – added '(see Appendix 3 – promoting well-being and positive behaviour within school) is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council. It is school based interventions to help individual pupils to better manage their behaviour. (see hierarchy of interventions in appendix 4)

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Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Perry Hall Multi- Academy Trust schools. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

Aims

The aim of the Perry Hall Multi- Academy Trust is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

> ➢ To teach children to think about their behaviour and to learn self- control.

> ➢ To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.

> ➢ To teach children politely and fairly so that they learn to be polite and fair.

> ➢ To teach children to respect other people, their property, beliefs and feelings, essentially, to respect difference.

> ➢ To praise and reward good work, behaviour and attitudes. We will always reward improvement.

> ➢ To involve parents in all aspects of school life, including their children's behaviour.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

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Core Values

Each school has its own core values that have been devised by the children, staff, governors and parents of each school. They reflect the ethos and attitudes that are define by each school.

All core values support the government's modern British Values.

The Government has highlighted the following 4 key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The British Values are:

1. Democracy

2. Rule of law

3. Mutual Respect

4. Tolerance for those of different faiths and beliefs.

The Dunstall Hill's core values can be found in **appendix 1**.

Expectations

At Perry Hall Multi- Academy Trust we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the Core Values and that each class has its own class expectations.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Follow our Core Values.

Class Expectations

Each year group will create their own class expectations which will apply in all areas of the school and are based upon the following principles:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard

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- We look after property
- We are respectful
- Treat others how you wish to be treated.

As well as the class expectations, every member of the school community should apply the following principles:

➢ If you do not stop the inappropriate behaviour you are condoning it;
➢ You own your behavior.

What we expect of children:

- To be polite – to all adults, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider each other's feelings.
- To walk around the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses.
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone and to recognise that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage or graffiti they see.
- To feel responsible for providing a good impression of themselves and the school both within and outside the school.
- To follow and respect their Core Values.

What we expect of the adults

1. To listen to children and to hear their point of view.
2. To be polite and to address children in a reasonable tone of voice.
3. To value all aspects of children's achievements.
4. To be as fair and consistent as possible if children have misbehaved.
5. To ensure the environment is safe.
6. To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground well.
10. To trust their children and to care about them equally.
11. To treat all children as individuals and to take an interest in their lives. To see each day as a fresh start.
12. To follow and respect their Core Values.

Good to be Green

Good to be Green behaviour system

We use the 'Good to be Green' behaviour system in school as it is a consistent and fair behaviour system. All staff follow the 'Good to be Green' system.

- It praises those who always get it right and supports children who are struggling and it provides opportunity for children to change their behaviour.
- It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for children to understand.

How it works (also see triangles below for each school – Appendix 2)

Each class has their own chart with the children's names displayed. Each day is a fresh start and all children start with a green card.

The class will agree their class rules during the autumn term – these should be linked to the school rules.

If a child breaks a class/school rule or shows inappropriate behaviour a verbal warning is given. If this happens again their name is put on the board. On the third incident a Yellow Card is given. The yellow card of that child is placed on the class chart under the child's name as a visual prompt (see triangles for each school's variation).

At this point the child has another chance to turn the behaviour round and go back to green. If the behaviour continues then the child will go onto a time out card. Providing a time to reflect and consider their actions, this could be in class or time outside of the classroom. If another behaviour incident occurs then a red card will be given, which is placed over yellow card in the good to be green chart.

The consequence for a red card depending on the child is that a child misses that day's break time and also misses their golden time at the end of a fortnight.

Parents/carers will be informed if their child has received a red card verbally at end of day or by phone.
SLT will be checking on children that receive red cards to support them. (e.g talk to parents/report card/pastoral support etc). The class teacher will inform a member of SLT if they are concerned about a child's amount of red cards.

Any red card in a day is recorded on each child's behaviour log/Scholar Pack/CPOMS. Which are monitored regularly by SLT to identify any patterns of behaviour and if further intervention and support is needed.

However, please be aware some inappropriate behaviours will go straight to a red card e.g. fighting, deliberately hurting pupils and staff and abusive or threatening behaviour towards other children and adults. These situations should go straight to the Headteacher or a member of SLT in the Head's absence.

If a child continues a pattern of receiving red cards, parents/carers will become involved and an extra system put into place that will link into the 'good to be green' system.

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The children that get it right

Each class will need to have a class tally chart that is clearly visible to the whole class. By the end of the day if a child remains on green, a green tally point is achieved.

A gold card is given to those that are continually on a green or behave/ engage exceptionally well. Gold and platinum cards are stuck on to a good to be green book mark. Once the book mark is complete the child's parents/carers are invited to school and a certificate and prize is presented to them by the Headteacher or Phase Leader during assembly. Certificates are also given to those who have achieved platinum cards.

If more than one book mark is completed parent/carers and the child are invited into meet with the Head of school and receive another reward.

(See display triangles in **appendix 2**)

If a child is not responding to the 'Good to be Green' behaviour system for SEN or behavioural reasons there still needs to be a clear, consistent behaviour system for that child with consequences and rewards that all staff involved with that child are clear about. Where possible link it into the 'Good to be Green' system.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve*:*

- Verbal praise
- Verbal praise to parents about their children
- Stickers and stamps

- Certificates
- Raffle tickets
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Positive phone call home
- Class wide rewards – classes can earn extra play for good behaviour at lunchtime (Class Pass)
- House points (counted weekly by Year 6 – Cup given in Celebration Assembly)
- First in line
- Star of the Week certificates
- Praise certificates

Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with raffle tickets and certificate in praise assembly.

Golden Time

Golden time is as a result of consistently achieving Green on the Good to be Green chart. We sometimes build Golden Time into our curriculum. Children choose from a variety of activities organised within their classroom for a half hour session once a fortnight. The whole class work towards earning Golden Time. Minutes can be taken away for negative behaviour. In cases of extreme misbehaviour a child may lose their individual Golden Time.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Perry Hall Multi-Academy Trust, it may be necessary to employ a number of sanctions to ensure behavior is corrected; ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken:

Sanctions will be differentiated to the needs of the children.

1. Verbal warning
2. Name on board
3. Name underlined and yellow card given
4. Time out card
5. Red card given and parent spoken to
6. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a 'Time out' area under the supervision of the Family Support Worker, Phase Leaders (Assistant Heads) or Headteacher.
7. Referral to SEND Coordinator & liaison with other support agencies through Area Team – (meeting with parents/carers – if not already taken place)
8. Fixed term exclusion – Lunchtime
9. Short fixed term exclusion from School
10. Long fixed term exclusion from School
11. Permanent exclusion from School

Serious Incidents (Red Cards)

- The following are classed as very serious incidents:
- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies
- Continues disruption in class
- Physical violence
- Racism
- Stealing
- Swearing

Extremely poor behaviour must be reported to the Assistant Headteachers or Headteacher immediately. A letter will be sent home or a phone call made to the parents. For instances of serious unacceptable behavior, a child may spend a period of time with the Learning Mentor where he/she will be able to continue with their studies. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Fixed Term and Permanent Exclusions

Only the Executive Headteacher (EHT) or Headteacher (or an acting Head of School) has the power to exclude a child from school. The EHT or Headteacher (HT) may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The EHT or Headteacher may also exclude a pupil permanently. It is also possible for the EHT or HT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. Is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. After a range of alternative strategies have been tried (See Sanctions)

If the EHT or HT excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the EHT or HT makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Headteacher should:

1. Consider all the relevant facts and firm evidence
2. Allow the pupil to give their version of events
3. Check whether an incident appeared to be provoked by racial or sexual harassment
4. Consult others if necessary
5. Keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 school days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

Procedures for Excluding a Pupil

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Reintegration

A process of planned support and progress reviews is in place for all children following exclusion.

The EHT or HT informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the EHT or HT.

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The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the EHT or HT decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee

1. Exclusions of less than 6 days – a meeting will be convened if parents/carers request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised

Recording, Monitoring and Evaluating Behaviour

A termly report is produced highlighting the behaviours and an action plan is put in place to improve re occurring behaviours and reduce the number of incidents.

To produce such a report the following documents and processes are carried out:

- Monitoring of logs and/or Red. These are recorded by the class teacher / lunchtime supervisor on Scholar Pack/CPOMS. From this data we are able to identify trends and address any concerns.
- Incident logs, via CPOMS, are also used to record any behaviour that is unacceptable and how it was dealt with.
- Report cards are also signed and kept as part of the child's behavior file.

Lunchtime Misbehaviour

The good to be green system is also in place where the lunchtime member of staff will inform the class teacher of any yellow cards. Red cards are reported the SLT member of staff that is on duty.

Bullying

A definition of bullying is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Using this definition any of the following could be bullying if they are carried out repeatedly:

- ➢ Name calling
- ➢ Mocking clothes
- ➢ Exclusion from games
- ➢ Hitting a child 'for just being there'
- ➢ Stares

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- ➢ Teasing another child's family or culture
- ➢ Making fun of a child's work.
- ➢ Making threats

> *We will not tolerate bullying at Perry Hall Multi- Academy Trust. Repeated bullying will be treated very seriously and may result in exclusion.*

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

Physical Intervention and Restraint (See Policy)

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents/carers. A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Headteacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents/carers to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Physical Restraint Policy' for further guidance.

Racial / Sexual Harassment

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy.
The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

Race Equality Policy

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-Cultural Education.
School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this School Behaviour Policy.

Monitoring Racist Incidents

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Racist incidents are recorded on Scholar Pack/CPOMS and flagged as racist.

Pastoral Support Programme

A Pastoral Support Programme (see policy – promoting well-being and positive behaviour within school) *is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council. It* is school based interventions to help individual pupils to better manage their behaviour. (see hierarchy of interventions in **appendix 4**) It is overseen by the SEN Coordinator and involves the identification of precise and realistic behavioural outcomes for particular children with social, emotion and mental health difficulties. The SEN Coordinator will liaise with parents and external agencies as necessary.

<u>Roles</u>

The Role of School Council

The School Council consists of children from Reception – Year 6. School councilors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents/carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents/carers to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents/carers 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. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are to work closely with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of Senior Leaders, Class Teacher and Support Staff

Perry Hall Multi- Academy Trust is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Perry Hall Multi- Academy Trust are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Headteacher/Head of School (Overseen by the CEO)

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Please also refer to the child protection and safeguarding policy when using this information. This policy will be reviewed by governors annually:

Role of the Governors

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The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

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Appendix 1 – Dunstall Hill Primary Core Values

Appendix 2 - Dunstall Hill Primary Display Good to be Green Triangles

Platinum Card

Five raffle tickets and parents informed

Gold Card

Two assembly raffle tickets

Raffle Ticket

Name on the praise board

Verbal Praise

Good to be Green Card

Verbal Warning

Yellow Card

Miss next break time

Thinking Time Card

Time out/Reflection time.

Red Card

Miss next lunchtime and ½ golden time. Parent informed by class teacher

Sent to Phase leader/SLT

Parents informed by Phase Leader/SLT

Sent to Head of School

Parents invited in for meeting with Head of School/Executive Head

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Behaviour Policy Appendix 3-

Promoting Wellbeing and Positive Behaviour within School.

What is the purpose of this document?

The purpose of this document is to provide good practice guidance for promoting wellbeing and positive behaviour at Dunstall Hill Primary School. It outlines steps that school staff can take to identify the right strategies, understand the children's needs and difficulties better, and plan and review support. The guidance aligns with the Code of Practice for Special Educational Needs and Disabilities (SEND). It provides a framework for a graduated response to identifying needs and implementing support.
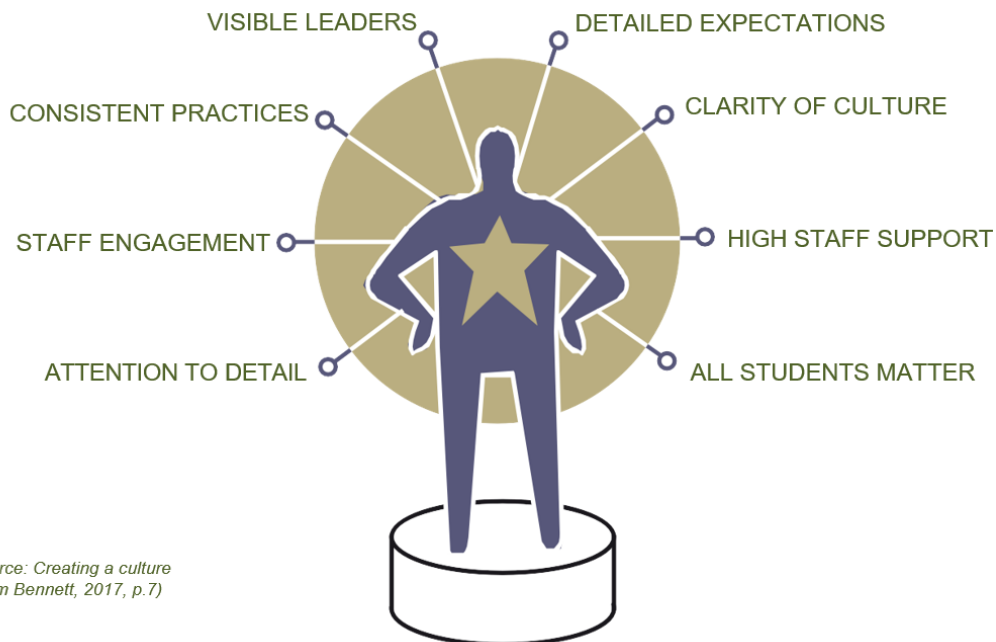
This document is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council and is based on all of the principles outlined within this guidance resource.

What is the background to the 'Getting It Right' document?

The Government commissioned an independent review of behaviour in schools (the Bennett Review). In this review, Tom Bennett identified eight features that contributed to schools being successful in relation to improving and promoting positive behaviour.

These were:

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team;
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school;
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold';
- high levels of staff and parental commitment to the school vision and strategies;
- high levels of support between leadership and staff, for example, staff training;
- attention to detail and thoroughness in the execution of school policies and strategies; and
- high expectations of all students and staff, and a belief that all students matter equally.

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Source: Creating a culture
(Tom Bennett, 2017, p.7)

VISIBLE LEADERS
DETAILED EXPECTATIONS
CONSISTENT PRACTICES
CLARITY OF CULTURE
STAFF ENGAGEMENT
HIGH STAFF SUPPORT
ATTENTION TO DETAIL
ALL STUDENTS MATTER

What does the SEN Code of Practice say about social, emotional and mental health difficulties?

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Two key ideas informed the development of the Getting it Right' guidance.

Key idea 1

Behaviour occurs in a context, not in isolation. We cannot hope to improve children's wellbeing and support positive behaviour without **thinking about the environment first**.

The diagram below shows the relationship between **the child**, the **environment** and **behaviour**.
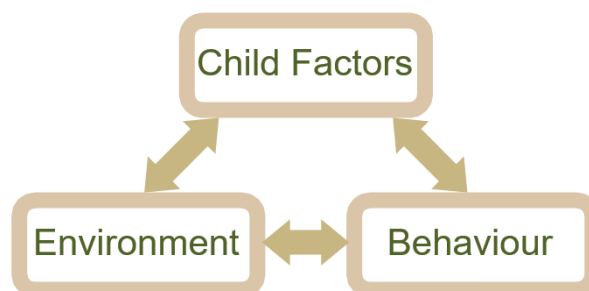
Child factors include the **child's thoughts, feelings and beliefs**.

The *environment* includes the **physical environment** (e.g. temperature, noise, space), social environment (e.g. peer influences, interactions with adults) and **instructional environment** (the delivery of teaching).

These both influence and are influenced by a child's ***behaviour*** (which is what we see). To support children and bring about improvements, the environment is the element we have most control over, so is a crucial place to start.
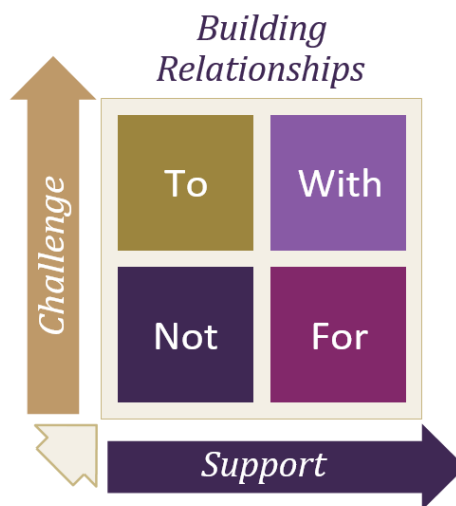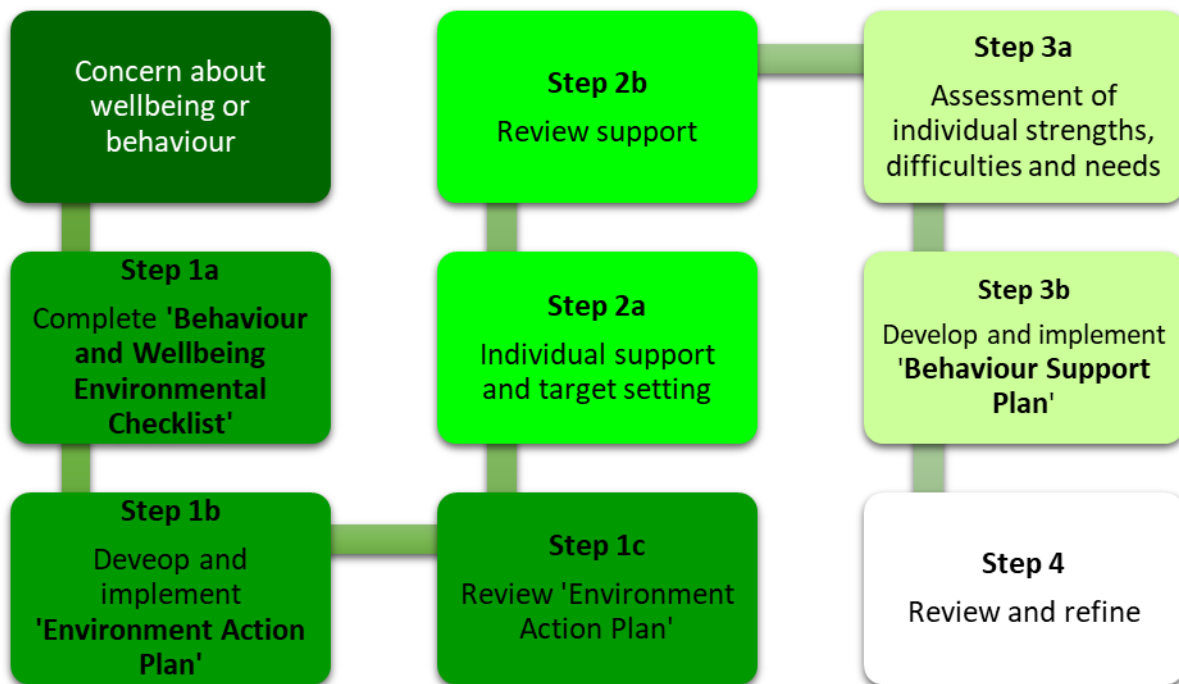
Key idea 2

Second, a **"no blame" approach** to responding to children and young people's needs is advocated. If behaviour is the result of difficulties with emotional wellbeing and social development, or if it reflects unmet needs, we should seek to understand and support rather than blame. **We should no more punish a child for having social, emotional or mental health needs than we should punish them for any other type of special educational need**. But "no blame" also applies to adults that work with children. Teachers and other school staff want the best for children and want to be successful. Working with children who have difficulties with emotional wellbeing and behaviour can be challenging and stressful. School staff need to be confident that they will be supported and not blamed if or when things are difficult.

No blame does not mean no responsibility. A **restorative practice approach** for working with children and families needs to be adopted. This is a high support, high challenge approach (see diagram to the right), that involves working with people rather than doing things to them (i.e. working coercively or punitively), or doing things for them (rescuing or excusing).

Working restoratively is about building and maintaining relationships that are respectful and empowering. This is central to providing effective support for emotional wellbeing and behaviour.

Steps to Support Behaviour and Emotional Wellbeing at Dunstall Hill Primary School using the 'Getting it Right' guidance.

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ Concern about   │      │   Step 2b       │      │    Step 3a      │
│ wellbeing or    │      │ Review support  │      │ Assessment of   │
│ behaviour       │      │                 │      │ individual      │
│                 │      │                 │      │ strengths,      │
│                 │      │                 │      │ difficulties    │
│                 │      │                 │      │ and needs       │
└────────┬────────┘      └────────┬────────┘      └────────┬────────┘
         │                        │                        │
┌────────┴────────┐      ┌────────┴────────┐      ┌────────┴────────┐
│   Step 1a       │      │   Step 2a       │      │    Step 3b      │
│ Complete        │      │ Individual      │      │ Develop and     │
│ 'Behaviour      │      │ support and     │      │ implement       │
│ and Wellbeing   │      │ target setting  │      │ 'Behaviour      │
│ Environmental   │      │                 │      │ Support Plan'   │
│ Checklist'      │      │                 │      │                 │
└────────┬────────┘      └────────┬────────┘      └────────┬────────┘
         │                        │                        │
┌────────┴────────┐      ┌────────┴────────┐      ┌────────┴────────┐
│   Step 1b       │      │   Step 1c       │      │    Step 4       │
│ Deveop and      │      │ Review          │      │ Review and      │
│ implement       │      │ 'Environment    │      │ refine          │
│ 'Environment    │      │ Action Plan'    │      │                 │
│ Action Plan'    │      │                 │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
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Step 1: Behaviour and Wellbeing Environmental Checklist
The focus at step 1 may be one pupil or a group of pupils, but at this stage the planning is not linked to named pupils, rather it is linked to the **learning environment**.

1a) Any member of staff raising a concern should **complete the Behaviour and Wellbeing Environmental Checklist** (appendix 1). You may find it helpful to complete this with a colleague who has knowledge of the environment.

1b) When the checklist is completed it should highlight aspects of the environment which may need to be improved and may then lead to improvements for the target pupils or group. The year group staff should **develop and implement an action plan** (within appendix 1) which responds to key aspects of the environment. Please **inform** your **phase leader** of this action.

1c) This action plan should be **reviewed** after an agreed length of time (within a month).

Step 2: Identifying Individual Targets and Support for the pupil focused on the area(s) of concern and the provision of high quality teaching and focused support
If, following implementation of the Environment Action Plan, there continues to be concerns about a pupil's behaviour, the next stage involves **identifying individual targets and support for the pupil focused on the area(s) of concern**.

The progress the child is making needs to be considered in relation to:

1) Attainment: identifying if a pupil is making less than expected progress given their age and individual circumstances- this can be categorised by progress which:
   - is significantly slower than that of their peers starting from the same baseline
   - fails to match or better the child's previous rate of progress
   - fails to close the attainment gap between the child and their peers
   - widens the attainment gap.

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2) Wider development or social needs: progress in areas other than attainment- for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

2a) The **first response** to this progress should be **high quality teaching targeted at the child's area(s) of weakness**.

The following resources, strategies and our hierarchy of interventions used at Dunstall Hill may be used throughout Step 2 to help assess the child, **unpick issues and identify patterns**:

- SDQ (strengths and difficulties questionnaire)
- ABC charts (Antecedent/behaviour/consequence)
- Hierarchy of interventions – at this stage, we focus on the whole class/group approaches (lowest layer of the hierarchy).

This should provide you with further evidence of the child's individual needs and allow you to **implement focused and targeted interventions and support.**

If, throughout this step, you require further clarification or training surrounding any of these approaches, please speak with your phase leader who will organise this for you.

All interventions to support positive behaviour to be logged and recorded on Scholar Pack/CPOMs.

2b) Following a sustained, **consistent and individualised intervention period, you should review the progress that has been made.**

Where **progress is found to continue to be less than expected following both consistent and individualised intervention**, staff should complete an **'Initial Concerns Form'. This should be sent to the SENCO to be reviewed by the Inclusion Team.** Feedback will be provided to you following discussion within the Inclusion Team and if required, a key worker allocated to the identified child.

Step 3: Emotional Wellbeing and Behaviour Support Plan

3a) This step focuses upon the **assessment of individual strengths, difficulties and needs**. A **team around the child meeting** needs to be organised (arranged by the key worker), involving all relevant professionals, including the family, focusing on further exploring :

- the child's strengths and their views about their difficulties and the support that they need
- emotional, social and behavioral skills and development
- the views of the parents/carers
- any other learning or educational needs.

When this information is gathered, it should then be used to **inform a plan** which focuses on the range of factors that can help to promote emotional wellbeing and behaviour.

(At this stage, further intervention will focus upon the group/individual approaches from the middle layer of the hierarchy).

Emotional Wellbeing and Behaviour Support Plans should be **reviewed at least termly** to assess progress being made and the success of strategies and interventions.

At this level, children should be recorded as receiving SEN Support on the SEND Code of Practice (agreed by the SENCO).

Step 4:
The **assess-plan-do-review cycle** (steps1-3) may be **repeated a number of times**, with individual plans being adapted and refined based on information about the progress that the child is making and the effectiveness of support strategies and interventions.

If/when required, an Early Help assessment and plan may be put into place either as a school (at a single point) or when support from a number of agencies is required.

Where we feel that we do not have the skills or expertise to meet the full range of a child's needs, we will engage with external professionals as part of the support plan (*stage 3 of the hierarchy).*
 If, following the engagement of external agencies and an Early Help plan, we identify that the child's needs cannot be met within existing school resources, an application for an Education, Health and Care needs assessment may be considered.

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Appendix 4 – hierarchy of interventions

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