



Behaviour and Wellbeing Policy 2024-2025

Yew Tree Primary Academy
The Avenue
Halewood
L26 1UU

DREAMBIG

Determined – Resilient – Empowered – Adventurous – Motivated – Beautifully Behaved – Inclusive – Generous

Policy for School Behaviour

Our behaviour policy has unconditional positive regard at its core and aims to support children to reflect on and repair their behaviour.

Principles:

At Yew Tree Primary Academy, the following principles underpin our behaviour strategy. These principles are directed by our values of Determination, Resilience, Empowered, Adventurous, Motivated, Beautifully Behaved, Inclusive and Generous #DREAMBIG.

1. Positive relationships are imperative to our practice between all members of our school community
2. Children and adults have a sense of belonging, feeling safe, secure and valued.
3. Children are supported to build their resilience
4. We recognise the importance of fostering social relationships in a school community of mutual engagement
5. Responsibility and accountability for one's own actions and their impact on others is key.
6. We respect other people, their views, feelings and circumstances
7. A willingness to create opportunities for reflective change in pupils and staff
8. Fairness and commitment to an equitable process
9. Unconditional positive regard

Aims:

- Children will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential
- To enable staff to support children with their behaviour through providing children with strategies to manage their own behaviour
- To maintain a calm and purposeful working atmosphere
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued
- To provide a clear, fair and consistent approach to behaviour
- To foster, nurture and value strong and healthy relationships
- To ensure that our children are intrinsically motivated to do the right thing because that is the right thing to do.

Yew Tree Primary Behaviour System

We promote beautiful behaviour by:

- Offering a broad, balanced and rich curriculum that is well organised, exciting and disciplined.
- Giving unconditional positive regard to all pupils
- Understanding that interest, enthusiasm, opportunities for creativity and quality first teaching underpin all behaviour in school.
- Being aware of the language we use and using language to change behaviour in a careful and considered way. We never label or define a child as 'naughty'.
- Supporting children in and expecting them to repair and restore situations where their behaviour has caused damage, upset or disruption.
- Modelling what good behaviour looks like and having high expectations
- Following procedures that are consistent throughout the whole school and are fully understood by children, teachers, parents and non-teaching staff.
- Verbal praise in line with growth mindset practice
- Sharing learning. Children who have done some great learning will be asked to share their work with other classes and teachers
- Holding celebration assemblies each Friday including a 'Star of the Week' and learning superstars.
- Placing mental health and wellbeing at our core. Our aim is that all children feel listened to and supported.

We recognise that occasionally children will display inappropriate behaviour. When this happens there are several layers of support in place to encourage them to manage their behaviour in a positive way. As practitioners, we understand that 'all behaviour is communication' thus we take time to understand what the child is telling us. Each child has their own needs so this could look very different for each individual case.

Our system is therefore 'layered'. Most children will be able to manage their behaviour utilising the strategies we put in place for all of our pupils. Some children will need further support with their behaviour so will access the restorative strategies we have put in place to help them to make effective changes.

ALL CHILDREN will have access to:

- Dojo points to acknowledge when children have worked within our DREAMBIG values – parents will instantly see these via the Class Dojo APP.
- Visual reminders in the form of Green, Yellow, Red Cards and speech bubbles (see appendix 4).
- Rewards for earning Dojo points
- Sharing of good work and behaviour with parents via the Class Dojo APP
- Hot Chocolate Friday – one child from each class has a weekly opportunity for hot-chocolate with the headteacher to celebrate how well they have displayed our school values
- DSP and EYFS – age and stage appropriate behaviour systems (see appendices 2&3)
- Restorative practice – TEARR (Thoughts, Emotion, Action, Result, Repair). Working together to support everybody to take responsibility for their behaviours. (see appendix 1)
- Wellbeing Rainbow – ROAR rainbow. During the register each morning, children scale their wellbeing from 1-10. Children with a lower score are offered the opportunity to talk with an adult.
- Bespoke resilience and wellbeing PSHE curriculum –(supporting wellbeing and positive choices)
- Two wellbeing champions in each class

SOME children may need additional support and interventions

- Personalised strategy plans (following a red card or repeated yellow cards, the child and SLT/Class teacher will discuss and implement a personalised strategy plan to support the child with their behaviour.)
- Sensory diet (some children have been assessed as having additional sensory needs and access daily sensory sessions including classroom support resources)
- Lego therapy
- Anger management
- Learning mentor sessions
- DESTY
- Structured restorative conversations
- PSP

Exclusions

A very small minority of children may need further intervention in the form of internal exclusion, fixed-term exclusion or in very rare cases permanent exclusion. These types of intervention will be used in extreme cases and where the strategies outlined above have been tried.

Internal Exclusion

In extreme cases a child will be excluded from their class and their peers for the length of time of the exclusion. During dinner and playtime the child is kept away from peers. The child is sent to another class and is sat away from the children in their class. Work is provided by the child's class teacher to complete during the day. Before returning to the classroom, restorative work will be completed to repair the situation.

A restorative meeting will take place with the child's parent and a senior leader. A record is kept of all internal exclusions on our CPOMS system.

Fixed-Term Exclusions

Where a child receives additional red cards after a behaviour strategy plan has been put in place, the school will consider undertaking a fixed-term exclusion followed by a restorative re-integration meeting with the child, the Principal and the child's parents.

Fixed-term exclusions may also be given where a serious incident occurs.

If the exclusion fails to bring about an improvement in the pupil's behaviour, the Principal may consult the Local Authority – Exclusions & Admissions Department, with a view to assisting the child in a move to a more suitable school.

Permanent Exclusions

If the offer of a managed move to a more suitable school is rejected, the Governing Body of the school reserve the right to consider a permanent exclusion. The Governing Body also reserve the right to permanently exclude a pupil following:

- Ongoing exceptionally challenging behaviour that is impacting on the emotional wellbeing and learning of other pupils in the school
- A severe 'one off' incident as deemed appropriate by the Principal and the Governing Body.
- Malicious allegations against school staff.

Pastoral Support Programmes

For pupils who continue to exhibit exceptionally challenging behaviour, the school will organise a multi-agency meeting with a representative from the Local Authority with the purpose of formulating a Pastoral Support Programme (PSP).

PSPs are intended for those pupils who do not respond to intervention and who are therefore **“putting themselves at serious risk of permanent exclusion, disaffection or criminal activity.”**

De-escalation and Positive Handling

Occasionally the need may arise when a child may require the intervention of positive handling. This is used only as a last resort by trained staff. Parents will always be informed when this has occurred and it will only take place when the safety of the child or other children is in doubt. Incidents are always recorded in a bound and numbered book.

Using Reasonable Force

Staff may use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded and a separate Positive Handling Policy exists.

Bullying

Bullying is defined as deliberately hurtful behaviour repeated over a period of time (See Anti-bullying process). At Yew Tree Primary Academy we believe every child has the right to be safe and happy and bullying will not be tolerated.

Behaviour outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

The range of sanction and consequences will apply in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

The School has a statutory power to discipline children for misbehaving outside the school premises.

A teacher may use any of the disciplinary sanctions covered by this policy in connection with poor behaviour and bullying which takes place off the school premises and which is witnessed by a member of staff or reported to the school.

A teacher may also discipline a child for misbehaviour when:

- Taking part in any school-organised or school-related policy or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Even if the above conditions are not satisfied, a teacher may still discipline a child if their behaviour is such that it:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of inappropriate behaviour choices, the teacher can only discipline the pupil on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

Staff with the power to discipline pupils

Teachers have statutory authority to discipline pupils for inappropriate behaviour. This power also applies to all paid staff with responsibility for pupils, such as Teaching Assistants.

Confiscation of Inappropriate Items.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- **Power to search without consent** for "prohibited items" including:
 - ❖ knives and weapons
 - ❖ alcohol
 - ❖ illegal drugs
 - ❖ stolen items
 - ❖ tobacco and cigarette papers
 - ❖ fireworks
 - ❖ pornographic images
 - ❖ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - ❖ any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Monitoring and Additional Support

At Yew Tree Primary Academy, we adopt a proactive approach to behaviour management. Children's behaviour is reviewed regularly by the Assistant Principals and Principal as part of the school's monitoring cycle. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Red and Yellow Cards are recorded electronically on CPOMS This allows trends and patterns to be extracted and behaviour to be effectively planned for and supported. The details also enable staff to establish accurately the types of behaviour that a child is exhibiting including identifying triggers.

Behaviour is regularly discussed at staff meetings and meetings of the Governing Body.

Restorative approaches at Yew Tree Primary are based on three key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY – taking responsibility for your own actions

REPAIR – developing skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

We use restorative approaches to encourage everyone to take responsibility for their own behaviours.

If conflict arises e.g friendship issues, disputes over games, not responding to reasonable adult requests, a restorative enquiry approach will be utilised.

Traditional		Restorative
What's happened?		What's happened?
Who's to blame?	<i>becomes</i>	Who has been affected and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen to make things right/repair the harm?

- To scaffold and support restorative thinking we use 'TEARR' to frame our conversations. This is in the form of a consistent set of questions and visuals to use with children to help them to take responsibility for their actions and to put it right. The visual prompts accompanying the questions will support very young children and children with SEND and communication difficulties.
- As a school we understand that during an incident or conflict, children may be operating within their fight, flight, freeze mechanism and will need at least 45 minutes to calm before attempting a restorative conversation.
- **T – Thoughts:** What was I thinking before the incident?
- **E – Emotion:** How was I feeling at the time?
- **A – Action:** What happened?
- **R – Result:** Who has this affected and how?
- **R – Repair:** How can I put it right?

Child receives a reminder

- Children may receive a reminder for a range of reasons such as throwing, shouting at others, etc. This will be delivered to the child using their means of communication, e.g. speech, sign, visuals, symbols.



Child 'takes a break' or has 'time-in' with an adult

- Children may need to take a break from a situation or have time-in to reflect with an adult when behaviour continues after a reminder. Staff will use a visual timer during this time and may share a social story if appropriate.



Paying back time

- If a child's behaviour disrupts their own or others' learning, they will need to pay back this time during break time by reflecting on their choices with an adult if appropriate. During this time, restorative thinking via TEARR may take place if the child is able to access it.



Behaviour plans

- If specific behaviours are consistent, staff will design a personalised Listen, Respond, Teach plan, which will identify a child's behaviour, explain what they are trying to communicate through this, and strategies to use when it occurs, including positive handling plans. This will be followed by all staff working with the child.

Sunshine

- All children begin the day with their picture on the sunshine. Children earn Dojo points for positive learning and making good behaviour choices and can trade their points in for rewards.



Child receives a reminder

- Children may receive a reminder for a range of reasons such as throwing, shouting at others, etc. This will be delivered to the child using an appropriate means of communication for their stage and needs, e.g. speech, visuals, symbols. Children may need a further reminder.



Restorative thinking

- If a child's behaviour disrupts their own or others' learning their photograph will be moved from the sunshine onto the cloud. Following this, the child will have the opportunity to 'put it right'. Restorative thinking via TEARR may take place if the child is able to access it. Once the restorative work has taken place, the child's picture will move back to the sunshine. Parents will be informed if a child's name has been moved to the cloud along with how the child was able to put it right.



Behaviour plans

- If specific behaviours are consistent, staff will design a more bespoke behaviour strategy alongside the SENCO. This will be a supportive, positive process.

Visual Behaviour System

1. All children begin each day on a green card

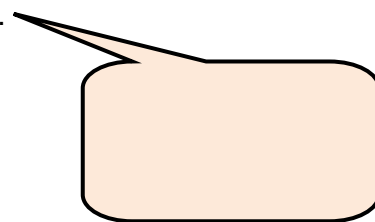
A green card indicates that children are following school expectations. Children earn Dojo points for positive learning and making good behaviour choices and can trade their points in for rewards.

2. Children receive a verbal reminder

Children may receive a verbal reminder for a range of reasons such as talking over an adult, running along a corridor, forgetting their PE kit, forgetting homework, choosing not to follow our school rules.

3. Children receive up to two visual reminders (speech bubble)

Speech bubbles - These are visual reminders given where children are not following the school rules and can be earned back where behaviour improves or the behaviour is repaired.



4. Child receives a yellow card



Children receiving a yellow card will spend their break or 15 minutes of their lunch having a restorative, structured conversation, utilising TEARR, with their class teacher. The aim of this conversation is to identify solutions that repair harm and ensure behaviours are not repeated. A yellow card will be given if the behaviour above continues after the two speech bubbles, or for any minor acts of violence or name calling or unacceptable behaviour above low-level disruption. A yellow card will be recorded on CPOMS.

5. Red Card



Children receiving a red card will work with a member of SLT during break and lunch completing restorative work and identifying and actioning solutions to repair harm (TEARR). A red card will also trigger an Individual Resilient Behaviour Plan devised the child and SLT aimed at supporting children to improve their behaviour utilising one of the interventions listed earlier in this policy (although this is not an exhaustive list). Red cards are issued for persistent disruptive behaviour, following the stages above or can be instantly given following a serious incident such as violence or dangerous behaviour. A red card will be recorded on CPOMS.

5. Behaviour Plan

3 x Red cards per half term – any child receiving 3 red cards in a half-term will be placed on a more formal monitoring report. A Boxall Profile will be completed to advise a more detailed behaviour strategy for the child. Week 1 of report – the child will work 1:1 at breaks and lunchtimes with SLT on an intensive and bespoke programme such as anger management or Lego therapy. Week 2 – the child can earn their breaks and lunches provided their behaviour has improved.

Information Shared with Parents/Carers

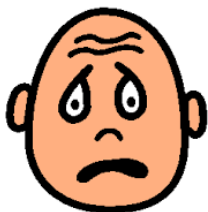
Parents will be informed if a child receives a red card and the reasons why.

Parents are able to see when their child has earned positive behaviour points on Class Dojo.

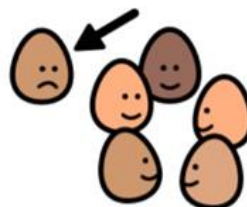
Teachers will also take the opportunity in parents' evenings to discuss children's behaviour and trends to offer support or advice.



I can't do it



It's not fair



I'm being left out/ laughed at



I don't like it



I'm bored

Thoughts

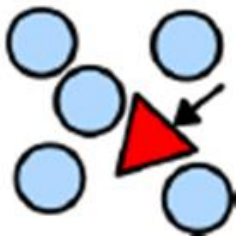
(What I was thinking before the incident)



I want that



I need to fidget



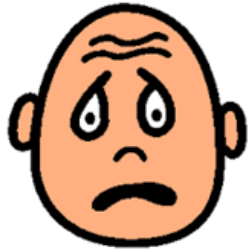
Something different



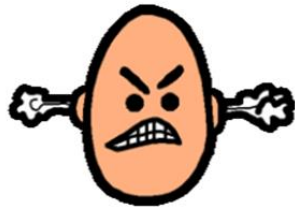
It's too loud



I'm distracted



Worried



Angry



Sad



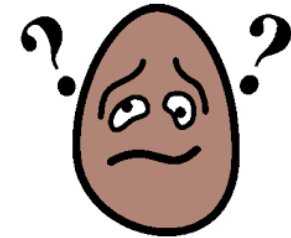
Scared



Silly

Emotion

(How I was feeling at the time)



Confused



Excited



Embarrassed



Sick/unwell



Happy



Broke or damaged something



Scribbled on something



Hurt someone



Was unsafe



Wasn't respectful

Action

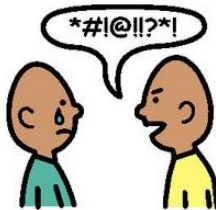
(What happened)



Threw something



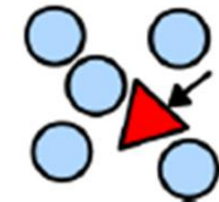
Didn't follow instructions



Used inappropriate language



Ran off



Something different



Me



A friend



A Teacher/TA



My class



My Dad

Result

(Who has this affected and how?)



Other children



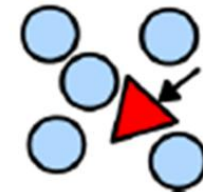
My Mum



My Carer



Animals



Someone different



Write it down



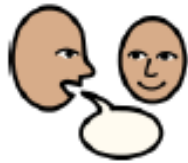
Write a letter



Say sorry



Tidy up



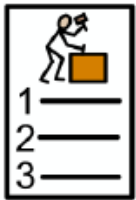
Talk with someone

Repair

(How can I put it right?)



Finish my work



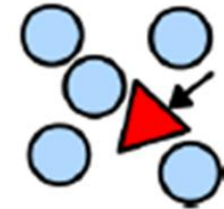
Make a plan



Clean something



Have thinking time



Something different