

The Leys Primary and Nursery School
Pupil Wellbeing and Behaviour for Learning Policy 2020-2021

This wellbeing policy has been developed with the help and support of the Children, Parents and Carers, Staff and Governors of The Leys Primary and Nursery School.

At the Leys Primary School we have the highest expectations of personal conduct and behaviour. We expect all members of the school community to be role models and responsible citizens.

Our Vision

Our expectation is 'Respect for ALL by ALL' to include all members of our school community. Our school motto is 'Friendship and Learning', where we maximise potential and celebrate achievement. We offer clear positive guidelines for behaviour and conduct through celebrating and modelling interaction with others. We set clear guidelines for 'behaviour for learning' as well as clear consequences for when our 'golden rules' are broken. We acknowledge the rights and responsibilities of the individual to make the right choices within a caring and supportive environment.

Our Aims

With our wellbeing policy we aim to:

- Provide a safe, supportive and nurturing environment for all children and adults.
- Help children develop responsibility for their own behaviour as individuals and in groups, both on site and when they are taking part in educational activities offsite.
- Ensure classroom management approaches promote positive behaviour for learning
- Encourage prosocial behaviour in order to develop positive relationships between children, staff, parents and carers
- Offer an 'open-door' policy for children and their parents to raise any concerns
- Support all pupils to:
 - i. develop positive self-esteem and resilience,
 - ii. learn how to keep good physical and mental health,
 - iii. develop excellent social skills.
 - iv. develop safe learners who have internalised self- discipline

We acknowledge that positive pupil wellbeing includes good mental health.

"A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This

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should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities."

(Mental Health and Behaviour in Schools (2018))

Our Commitment

- To value and respect the rights and responsibilities of every pupil.
- To use the 'Zones of Regulation' and Hertfordshire Steps approach to encourage positive behaviour for learning.
- To ensure that social, moral, spiritual, and cultural education is embedded in our school culture.
- To ensure personal, social, health and economic (PSHE) education is an integral part of the curriculum.
- To offer opportunities for reflection and 'circle time' for pupils to share successes and concerns.
- To teach pupil's strategies to resolve conflict.
- To ensure pupils have the opportunity to share ongoing concerns with an adult and be 'listened to'.
- To involve parents and carers in discussions where we jointly develop individual approaches for pupils with more complex needs, as appropriate.
- To provide additional support for individuals and groups identified.
- To offer therapeutic interventions based on a continuum of need.

Our Expectations, Rights and Responsibilities

ALL PUPILS WHO ATTEND THE LEYS ARE EXPECTED TO FOLLOW OUR	
VALUES	GOLDEN RULES
Friendship	We always try our best and we are proud of our achievements.
Respect	We listen to others and we work well as a team.
Equality	We make wise choices and we learn from our mistakes.
Excellence	We are friendly to others and we show them respect.
Courage	We keep ourselves and others safe.
Inspiration	
Determination and resilience	

This policy acknowledges and supports the following rights:

1. The right of all members of the school community to feel safe, both physically and emotionally.

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2. The right of all pupils to learn.
3. The right of all teaching and support staff to teach and promote learning.

Teachers, support staff, parents and carers, and visitors are responsible for:

- Ensuring the physical and emotional safety of others, especially children.
- Setting high expectations for good levels of behaviour.
- Upholding the school rules and school values.
- Upholding our Code of Conduct (see separate policy)

Pupils are expected to become increasingly responsible for:

- Managing their own behaviour according to school rules and school values.
- Looking out for the safety and wellbeing of others, especially younger pupils.

Governors are responsible for:

- Ensuring that the policy meets the needs of the school.
- Supporting the pupil wellbeing and behaviour policy.
- Reviewing the policy as agreed.

Our Zones of Regulation includes 4 emotional states

- **BLUE**: sad tired sick bored
- **GREEN**: calm happy feeling ok focussed ready learn ready to work
- **YELLOW**: frustrated worried excited confused silly wiggly upset
- **RED**: angry terrified frustrated out of control yelling hitting mad

The Zones of Regulation approach is used by the school to:

- Support pupils to recognise their emotional zone, and help them to develop personal strategies to self-regulate their response.
- Encourage and acknowledge pupils who make good choices in their personal conduct.
- Support pupils to identify earlier when things are going wrong, change direction and make better choices for themselves.
- Ensure there are clear consequences for pupils who choose not to make good choices.

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In each class, the Zones of Regulation poster and the school golden rules are displayed.

The school recognises and rewards the achievements of pupils through:

Growth Mindset and Resilience	House points	Head teacher Awards	Friendship Cup	Attendance Awards	Reading certificates
All pupils are encouraged to develop resilience in their learning. These learning values are threaded into the curriculum.	Celebration assembly Pupils year 1 to 6 allocated a House and collect points during the week. Leading House take part in a House Point Treat every term.	Celebration assembly Pupils nominated by their teachers for excellent progress or achievement - link to school values. These pupils are celebrated in the weekly newsletter home.	Friendship cup is awarded each week and recorded on the newsletter	Celebration assembly Best class Attendance Award Best class Punctuality award Classes who earn the most points will earn the right to a secret treat at the end of term.	Team Assembly Team leaders will hand out certificates for best reader this week
Lunchtime Awards	Classroom Awards	Presentation Awards	Spelling Awards	Star of the Week	Marvellous Me App
Celebration assembly Mealtime Supervisors nominate pupils in each playground who are good role models in the playground. They receive a raffle ticket and a raffle prize is chosen in assembly.	Teachers encourage positive relationships in the classroom through a range of incentives	Team assembly Teachers nominate pupils who are working hard to improve the presentation of their work.	Pupils in KS1 will receive spelling awards for excellent outcomes in weekly spelling tasks.	Celebration assembly Teachers identify one pupil a week as star of the week. All pupils to receive star of the week in a year.	All teachers have the opportunity to send home individuals/groups/class home messages and stamps when appropriate

Strategies to help pupils who are in the yellow zone:

- Verbal or visual reminders of positive expectations, refer to the Golden Rules or Zones of Regulation,
 - Encourage the child to use known calming techniques,
 - Clear steps or limited choices to help the child turn the behaviour around,
 - Make efforts to help the child avoid potential conflict situations,
 - Disempower low level behaviour by; ignoring, distraction, diversion, humour or positive incentives to help get the child back on track,
 - Offer guidance on how to resolve conflict using the 'Peaceful Problem Solving Cards'. Use the script-
- **I felt... say how you felt**
 - **When... say what happened**
 - **Because... say why it upsets you**
 - **I would like... say what you would like to happen or to change.**

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- Use the de-escalation script -
(NAME)
 - I can see something is wrong
 - I am here to help
 - You talk and I will listen
 - Come with me and...

Use specific verbal praise or private forms of praise if a child has been able to move back to the **green zone**.

If a child moves to the **Red zone**:

- Ensure calm body language and non-confrontational approach.
 - Give explicit instructions.
 - Use positive handling techniques such as escorting and guiding.
 - Get assistance from another member of staff.
 - Give the child time and space to calm down and make a positive choice (either in an agreed space or outside with an adult).
- When the child calms and moves back to the **green zone** then they are given a CONSEQUENCE and asked to reflect and learn from their behaviour, including repairing and restoring relationships or property.

Protective and Educational Consequences

Pupils have a consequence that fits their behaviour, for example, miss 5 minutes of play to complete work not completed in class, write an apology note if disrespectful to staff, time out of the playground on time out bench for rough play.

Some more serious actions result in an immediate response from the Leadership Team.

Examples of these actions are:

Difficult: bad language including swearing, rudeness and disrespectful behaviour, lying, rude gestures, walking away (ignoring instructions)

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Dangerous and Unlawful: damage to property, theft, racist and homophobic and sexist behaviour/language, verbal abuse, physical violence - e.g. fighting/hitting/kicking another child/adult; showing a lack of respect to a person's race, culture or beliefs

This will involve a meeting with parents/carers and is likely to result in a formal consequence e.g. internal or external exclusion.

Leaders will issue a consequence which will relate to the behaviour
e.g.

1. Withdrawal from a lunchtime activity to reflect on the rules of the game, if they have been broken.
2. An apology letter to a member of staff who the child was disrespectful to.
3. No breaktime if the child refuses to complete their work in class.

A text will be sent home to inform parents that their child has had a consequence and they need to speak to the classteacher.

Teachers will work closely with parents and carers in order to develop strategies that support the child to make better choices.

If this type of behaviour persists the teacher will request that the pupil is discussed at the safeguarding and wellbeing team meeting - teachers will be invited to attend.

At this meeting we will be analysing the child's behaviour, what causes this and potential triggers through anxiety mapping, roots and fruits, looking at whether the behaviour is conscious or unconscious.

At this point staff will decide whether it is necessary to;

Complete the **Predict and Prevent strategy** for pupils demonstrating difficult behaviour

OR

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Support the SEND leader to write an **Individual Risk Management Plan** for a pupil who demonstrates unlawful or dangerous behaviour, which requires staff to manage their behaviour individually.

Parents and carers will be expected to work in partnership with the school to help the children to self-regulate their emotions and conduct.

Our Levels Approach for pupils in Years 5 and 6

In Year 5 and 6 we believe pupils are more capable of taking responsibility for themselves as young people. Our approach is to encourage our pupils to make positive choices, and they will receive the same incentives as all pupils. Pupils will take part in reflection time and consequences will be given that address any poor choices.

Pupil Wellbeing in the Early Years

Pupils in Nursery and Reception will be praised, encouraged and guided to conduct themselves well throughout the classroom environment at all times. In Nursery, age-appropriate consequences will be put in place to respond to incidents as they arise. In reception, the 'zones of regulation' approach will be taught alongside calming strategies such as yoga and breathing. Pupils will be given warnings to understand boundaries, and support to turn their behaviour around. Children will be given 'reflection time' to allow the pupil to calm down and reflect on their actions. Consequences will be immediate, and parents and carers will be contacted and involved as appropriate.

Pupils with Special Educational Needs and Disabilities (SEND)

All pupils will be expected to uphold the school rules and school values, including pupils with special educational needs. SEND pupils will be subject to the same rewards and consequences as others. At the same time support and adjustments will be made to enable SEND pupils to make good choices, as outlined in the Code of Practice 2014.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

Further Support Includes

- Small group 'social skills' or one to one support by an adult in school

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- Personal, Social, Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) or Social Skills Programmes
- Attending the nurture group, 'Shining Stars'
- In school counsellor, play or drama therapist
- Referral to outside agencies, such as: Nessie, School Health, Child Development Centre, Educational Psychologist, Step 2, PALMS, Outreach support from Greenside or Larwood Special Schools, The Willows Unit or **CAHMS** (Child and Adolescent Mental Health Service).

Attending learning opportunities off site.

At the Leys we aim to include every pupil for every learning opportunity both on-site and off-site. We therefore have high expectations for pupil conduct at all times. If any pupil shows a consistent lack of respect for our school rules and expectations, then this may result in the pupil losing the right to represent the school and/or attend school trips/overnight visits. This will be at the discretion of the Head teacher. Parents and carers will be kept fully informed. Any incident off site, parents and carers could be contacted immediately and asked to collect their child, and this will be followed up in line with the policy when the pupil returns to school.

Pupil Code of Conduct when not at school

If there are confirmed reports about a pupil's code of conduct and behaviour off-site when the child is not involved with the school, this can be followed up by the school, 'if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.'(Hertfordshire County Council Exclusion Guidance' 2017)

Sharing Information
Classroom

- Classroom staff will use regular circle times to discuss and work through differences between pupils. The aim will be to resolve conflict and help pupils understand differences. Pupils who need extra support can be referred to the School Family Worker or Wellbeing Team.
- Classrooms will have a Worry Box where pupils can express worries and concerns.
- Staff will log any concern about a child on Cpoms. (confidential record). If parents and carers express any concerns, then they will be followed up and logged.

Lunchtime

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- Lunchtime mealtime supervisors will record in their yellow books any incidents that occur at lunchtime that need monitoring. More serious incidents are immediately reported to the Lunchtime Manager by radio, who will respond and refer onto a senior leader for reflection as appropriate.
- The Lunchtime manager will ensure teachers are informed of any incident at the end of lunch from both playgrounds.
- The Lunchtime Manager will also review the yellow books at the end of lunchtime and log incidents on Cpoms.

The Wellbeing Team meet every week to review information shared.

Consequences for Serious Incidents

INTERNAL EXCLUSION

There are some instances where the Head teacher/Deputy Headteacher reserves the right to issue an internal exclusion for any pupil where the actions are more serious than reflection and a consequence; or this could be a consequence for 'repeated incidents'. The pupil will remain in school; however they will be withdrawn from their class, and supervised in a small group or one to one by a member of staff. In these circumstances the parents and carers will be expected to meet with the school to discuss

- the incident(s)
- how the school is going to support the pupil to make better choices
- how parents and carers can work together with the school to ensure their child is able to make better choices, and keep school values and golden rules.

FIXED TERM EXCLUSION

All guidance as set out in the DFE Guidance - Exclusion from maintained schools, Academies and pupil referral units in England' 2017 will be adhered to.

Hertfordshire County Council Exclusion Guidance' 2017 will be used to guide the procedures followed by the school.

There are circumstances in which individual pupils may be required to leave the school site, namely where:

a)

there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.

b)

a pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals.

c)

for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a head teacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.

Behaviour during lessons

A decision to exclude a pupil for a fixed period will be taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detentions are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two makes it more difficult for the pupil to reintegrate into the school afterwards.

Behaviour during lunchtimes

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply.

Behaviour off site

The school's behaviour policy should provide for the circumstances where the school may discipline pupils for poor behaviour outside school. Pupils' behaviour outside school on school business, for example, on school trips, away school sports fixtures, or work experience placements, may be subject to the school's behaviour policy. Poor behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the head teacher. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion

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Hertfordshire County Council Exclusion Guidance' 2017

If any of these circumstances apply:

1. The head teacher/teacher in charge will delegate a senior member of staff to carry out a thorough investigation and report his/her findings to the head teacher. Written records of interviews with relevant members of staff and pupils will be considered by the head teacher.

When reviewing the outcome of an investigation into a breach of the school's behaviour policy which might lead to exclusion, the head teachers will consider if a different sanction could be applied and if so, that sanction should be imposed instead.

2. The parents and carers will be invited to meet with the school to discuss:
 - the incident(s)
 - how the school is going to support the pupil to make better choices
 - how parents and carers can work together with the school to ensure their child is able to make better choices, and keep school values and golden rules
 - the member of staff allocated to support the pupil in school

Parents and carers are expected to attend follow up review meetings.

Where the decision to permanently exclude is being considered partially or entirely on the basis of the on-going risk the child poses to the health and safety of other members of the school community, the head teacher should carry out a Risk Assessment Management Profile (RAMP) which specifies the hazards, risks and mitigation measures that could be taken. Taking these steps makes it more likely that eventual decision is sound and also enables the head teacher to demonstrate that he/she has been reasonable.

PERMANENT EXCLUSION

All guidance as set out in the DFE Guidance - Exclusion from maintained schools, Academies and pupil referral units in England' 2017 will be adhered to.

Hertfordshire County Council Exclusion Guidance' 2017 will be used to guide the procedures followed by the school.

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1. Before reaching a final decision as to the sanction to apply the head teacher should review the evidence that has been submitted, taking account of the school's behaviour and equal opportunities policies and, where relevant, the Equalities Act (2010), and consider any relevant mitigating and aggravating factors. The Head teacher may consult as necessary, e.g. with the LA's local Integration Officer, Governors, other members of the SLT and/or another head teacher, but not with anyone who may later have a role in reviewing the head teacher's decision, e.g. a member of the governing body who may sit on the reviewing panel.
2. The Head teacher should also organise a meeting with the child and his/her parents to discuss the situation and inform them of the intention to permanently exclude. At this point other options, such as a managed move, would be explored with the Local authority Integration Officer.
3. If the Head teacher makes the ultimate decision to permanently exclude all HCC guidelines will be followed.
4. A committee of 3 governors will meet to review the decision of the Head teacher.
5. If the committee uphold the decision of the Head teacher, then parents and carers can request that the decision by the panel is reviewed by an Independent panel.

This policy aims to support all the children and staff at The Leys Primary School with a consistent and positive approach to behaviour and conduct that enables them to learn and teach in a friendly, safe atmosphere. See School Policies on Anti-Bullying, Mental Health and Emotional Wellbeing Policy and Equal Opportunities.

RATIFIED October 2020 (to be reviewed by 1 October 2021)
Signed: <i>Marina Stone</i> Chair of Governors
Signed: <i>Leigh Humphries</i> Headteacher

School rules and School Values	
School Values	Golden Rules
<ul style="list-style-type: none"> ● Excellence ● Determination and resilience ● Inspiration ● Respect ● Equality-fair play ● Courage ● Friendship 	We always try our best and we are proud of our achievements.
	We listen to others and we work well as a team.
	We make wise choices and we learn from our mistakes.
	We are friendly to others and we show them respect.
	We keep ourselves and others safe.

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The Zones of Regulation

<p>Blue Zone</p> <p>sad tired sick moving tired slowly</p>	<p>Green Zone</p> <p>happy calm feeling ok focused ready to learn</p>	<p>Yellow Zone</p> <p>frustrated worried silly/wiggly excited loss of some control</p>	<p>Red Zone</p> <p>mad/angry terrified yelling/hitting elated out of control</p>

What zone am I in?







































<p>sad tired</p> <p>sick bored</p>	<p>calm ready to learn</p> <p>happy okay</p>	<p>silly or wiggly frustrated</p> <p>hyper upset</p>	<p>mad angry</p> <p>yelling hitting</p>
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Use tools to get in the green zone.

drink water	count to 10	take deep breaths	sense and release	do wall push ups	use fidgets	draw	write	talk to an adult
ask to take a break	self talk	ask to take a walk	volcano breaths	do stretches	listen to music	lift something heavy	ask to eat a snack	think calm pace

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THE ZONES OF REGULATION®

 sad	 sick	 good	 quiet hands	 frustrated	 worried	 mad	 afraid
 tired	 bored	 happy	 nice feet	 silly	 excited	 hitting	 kicking
 moving slow		 ready to		 wiggly		 swiping	
I can try...		I can try...		I can try...		I can try...	
 asking for hug	 going for a walk	 working	 expected behaviors	 bean bag chair	 going for a walk	 weighted blanket	 deep breaths
 jumping on trampoline	 bouncing on ball	 play with a friend/teacher	 petting pig	 bean bin	 squeezing putty	 count to 20	 squeezing a ball

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Key stage 2 Peaceful Problem Solving cards





<p style="text-align: center;"><u>Peaceful problem solving</u></p> <p> Ready Both sides should be calm - it's never any good to make up when you are angry.</p> <p> Steady Take it in turns to say what you are feeling and why.</p> <p> Go Pick a solution that everyone is happy with. </p>		<p style="text-align: center;"><u>Steady script</u></p> <p>Listen well, don't interrupt. </p> <p> I felt... <i>say how you feel</i>  </p> <p>When... <i>say what happened</i></p> <p>Because... <i>say why it upsets you</i></p> <p>I would like... <i>say what you would like to happen or to change.</i></p>
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REFLECTION

Pupil Name:

Date:

	What went wrong?
	What will you do next time?
	Adult comment
	Follow up/consequence

- CPOMs
- Red Card
- Team Leader
- SLT

Name of other pupil/s involved _____

Name of adult/s involved _____

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