

The Leys Primary and Nursery School
Pupil Wellbeing and Behaviour for Learning Policy 2021-2022

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.

Section 1: VISION STATEMENT

We will build a community in The Leys where children are more than just educated and where all feel safe and supported. They will be empowered to change their own lives and the lives of those around them. They will be able to stand up and become pillars of the community, making a difference. We will be good role models who inspire through a love of learning and be motivated to make a positive impact on each other's lives. Together, we will continually strive to remove the barriers to success and fear of failure. We will provide a culture of mutual respect and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams. Our school will take pride in leading the children in The Leys on their journey - both educational and for life; enabling them to drive their own futures to greater success and shape our diverse community for the better.

The Leys Primary and Nursery School Values:



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Inclusivity

We provide opportunities to learn, succeed and be happy that are equal for all children regardless of ability, gender, race or special need.

Empathy

We support pupils to strengthen relationships by understanding how we learn, feel and think differently.

Respect

We help children to learn tolerance and respect for other people, their beliefs and their belongings.

Aspiration

We provide a caring, secure and stimulating learning environment where pupils are happy and confident as they aspire to achieve.

Determination

We teach our pupils that if you don't succeed at first in what you are doing, try it over and over again until you get it perfect and how you want it.

Empowerment

We develop self-esteem, self-discipline, self-respect and confidence to meet the changes and challenges in their life ahead, and so that they are ready for the next stage of their education.

Section 2: Pro-social behaviour

Our Aims

To value and respect the rights and responsibilities of every child.

To use a therapeutic approach and 'Zones of Regulation' 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 and Relationships and Sex-Education (RSE) are 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 and self regulate.

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 offer therapeutic interventions based on a continuum of need.

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To provide staff with training in Herts Steps, Mental Health and Zones of Regulation.

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 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))

Whole School Charter
We listen, show respect and are friendly to others. We always try our best and are proud of our achievements. We work hard and learn from our mistakes. We are honest and keep ourselves and others safe.
Playground Rules
We use kind words and safe hands. We listen to our adults and follow instructions. We look after and respect our equipment. We play safe and sensible games. We respect everyone's games. We solve our problems calmly.

This policy acknowledges and supports the following rights:

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

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- 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's wellbeing and behaviour policy.
- Reviewing the policy as agreed.

In each class, the Zones of Regulation poster and the Class charter are displayed.

The school recognises and rewards the achievements of pupils through:

Growth Mindset and Resilience	House points	Head teacher Awards	Friendship Cup
All pupils are encouraged to develop resilience in their learning. These learning values are threaded into the curriculum.	Pupils year 1 to 6 are allocated a house and collect points during the week. The leading house takes part in a House Point Treat every term.	Pupils nominated by their teachers for excellent progress or achievement. These pupils are celebrated in the weekly newsletter home.	Friendship cup is awarded each week and recorded on the newsletter.
Attendance Awards	Achievement certificates	Star of the Week	Marvellous Me App
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.	Head/Deputy Headteacher will hand out certificates for reading, spelling, handwriting or other awards for the week.	Teachers identify one pupil a week as star of the week. All pupils receive star of the week in a year.	All teachers have the opportunity to send home individuals/groups/class positive messages and stamps to share achievements.

Section 3: Support all Learners

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.

Strategies to help pupils who are in the yellow zone:

- Verbal or visual reminders of positive expectations, refer to the Class 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 children should resolve conflict using the 'Peaceful Problem Solving Cards' (see appendix). Using 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.
-
- Staff use the de-escalation script -
(NAME)
 - I can see something is wrong
 - I am here to help

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-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. They will be asked to complete a reflection sheet (or supported to do so).

Section 4: Unsocial Behaviour

Protective and Educational Consequences

Consequences serve one of two purposes either to;

- **protect** the child, class or staff from difficult or dangerous behaviour.
- **educate** the child about safe or more appropriate behaviour to use in a particular situation.

Class teacher to inform parents that their child has had a consequence. Some more serious actions result in an immediate response from the Leadership Team.

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Summary of Consequences

	Examples of behaviour	Who is involved	Examples of possible consequences
Mild Difficult behaviour	Wasting time in lessons Disrupting the class Rough play	Class teacher MSA TA	Missing playtime to complete a task Timeout to reflect on their behaviour Working in another year group classroom
Moderate More serious difficult behaviour or repeated mild behaviour	Inappropriate or offensive language, including swearing, discriminative, verbally abusive, gender bias and sexualised language or commentary. Rudeness or disrespectful behaviour Lying Rude gestures or walking away Ignoring an adult's instructions	Class teacher Team Leader Parents MSA TA	Sent to the team leader or to work in their classroom Writing an apology note/card Missed lunchtime Create a poster about school rules Writing/drawing a list of appropriate playground behaviours
Serious Dangerous or unlawful behaviour or repeated moderate behaviour	Damage to property Theft, Bullying Racist, homophobic or sexist behaviour/language Verbal abuse Sexual behaviour Physical violence - fighting, hitting, kicking or punching another child/adult Showing a lack of respect to a person's race, culture or beliefs	Class teacher SLT Parents MSA TA	Withdrawal from the playground or classroom Helping to repair damage Replacing items Learning about another's culture or race Researching and writing an apology letter Internal exclusion External exclusion

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

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

At this meeting we will be analysing the risk that the child's behaviour presents in school and what causes the behaviour; through identifying known triggers using anxiety mapping, looking at whether the behaviour is conscious or unconscious, if there are SEND needs and what factors are in the wider family that will impact upon the child's behaviour in school.

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

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

OR

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. Visual timetables and regular routines are used to help the children to follow expectations, such as sitting on the carpet. Calming strategies such as yoga and breathing are also taught. Staff use

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resources, including the Colour Monster, to discuss emotions and strategies to regulate them. In Nursery and Reception, age-appropriate consequences will be put in place to respond to incidents as they arise. Children are given warnings and reminders to understand boundaries, and are supported to make positive choices. If they do not, a child is given 'reflection time' to allow them to calm down and reflect on their actions. Consequences are 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
- 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 or the music nurture group
- 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

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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 even 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

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.

Section 5: Antisocial behaviour

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 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.

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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

Hertfordshire County Council Exclusion Guidance' 2017

Section 6: Unforeseeable Behaviour

Section 7: Communication and recording within the school

Section 8: communication with parents/carers

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

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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.

Section 9: Exclusions

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.

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

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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 upholds the decision of the Head Teacher, then parents and carers can request that the decision by the panel is reviewed by an Independent panel.



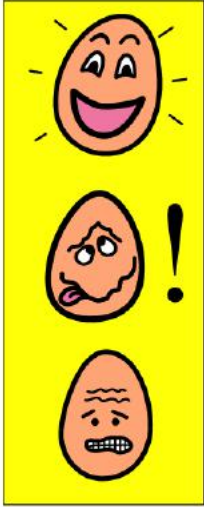
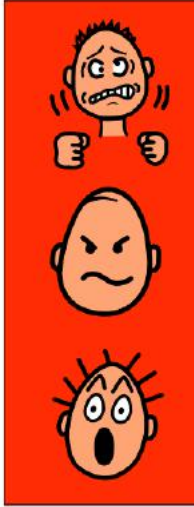
This policy aims to support all the children and staff at The Leys Primary School with a consistent, positive and therapeutic approach to behaviour and conduct that enables them to learn and teach in a friendly, safe atmosphere.

See School Policies on

Anti-Bullying,
Mental Health and Emotional Wellbeing Policy and Equal Opportunities.

RATIFIED October 2021 (to be reviewed by 1 October 2022)
Signed:
Chair of Governors
Signed: <i>D'Khangura</i>
Headteacher

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</p>	<p>tired</p>	<p>calm</p>	<p>ready to learn</p>	<p>silly or wiggly</p>	<p>frustrated</p>	<p>mad</p>	<p>angry</p>
<p>sick</p>	<p>bored</p>	<p>happy</p>	<p>okay</p>	<p>hyper</p>	<p>upset</p>	<p>yelling</p>	<p>hitting</p>

Use tools to get in the green zone.

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

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Key stage 2 Peaceful Problem Solving cards



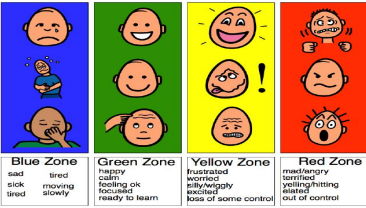



<p style="text-align: center;"><u>Peaceful problem solving</u></p> <p> Ready Both sides should be calm - it's never any good to make up when you are angry.</p> <p> Steady Take it in turns to say what you are feeling and why.</p> <p> Go Pick a solution that everyone is happy with. </p>		<p style="text-align: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

Pupil Name:

Date:

	<p>What went wrong?</p> <p style="text-align: center;">Where? When?</p>
	<p>How did I feel? Which zone was I in?</p> <div style="text-align: right; margin-top: 10px;"> <p>The Zones of Regulation</p>  </div>
	<p>What would have helped me? (see overleaf for ideas)</p>
	<p>What will I do next time?</p>
	<p>Follow up/consequence</p>

- CPOMs
- Consequence
- SLT/Team Leader
- Text home

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Name of other pupil/s involved _____

Name of adult/s involved _____

