



## POLICIES AND PROCEDURES

### POSITIVE BEHAVIOUR POLICY

<b>Date Policy Originated/Amended</b>	<b>Date Policy Approved by WPS Governing Body</b>	<b>Signature</b>
March 2016		
March 2017	March 2018	Anne Robinson
January 2019	January 2019	Barbara Guess
March 2020	March 2020	Barbara Guess
March 2021	March 2021	Barbara Guess

For review by WPSLGB

Next review due: March 2022

## Positive Behaviour Policy

### Aim

It is the aim of our school to establish and maintain an atmosphere in which everyone will feel safe, secure and happy, where relationships are built on respect, being valued and an emphasis on building positive self-esteem in each child. Whitehill Primary School is committed to maintaining high expectations of good behaviour to ensure that every child has a positive learning experience and have opportunities to build resilience to support their social, emotional and moral development.

*We have to be able to distinguish between discipline and punishment. Punishment makes children suffer for misbehaviour in an attempt to control them, but it doesn't respect them or help them develop their own value system. Effective discipline, on the other hand, involves educating our children about what they have done wrong and the effects of their behaviour on others and then importantly, how to modify it.*

### Objectives:

To encourage children to:

- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Follow the instructions of the adults in school
- Take care of the school community and property
- Develop positive attitudes which will develop self-confidence, resilience, personal worth and knowledge and skills relevant to life, relationships and work going forward.

### School Expectations:

The expectations are designed to focus on positive action and reflect the ethos and values of the school. The expectations are agreed actions so that there is consistency and fairness in all areas of school life, including educational visits off-site.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children.

**Everyone** is responsible for developing and managing behaviour of all children and adults should reinforce the expectations whenever appropriate.

### Rules:

- Follow the instructions of all staff
- Listen to everybody
- Be kind and gentle
- Be brave and honest
- Look after everything
- Work hard

### Our community's responsibilities:

We are all responsible for 'facilitating the learning of all children':

- To provide a safe and happy environment for learning.
- To provide a challenging and engaging curriculum.
- To ensure we value and celebrate children's behaviour for learning

- To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
- Key stakeholders will communicate effectively with each other to ensure that there is a consistency in approach and key information is shared.
- We will actively teach children to make positive choices and take responsibility for their actions
- We will give children the chance of a fresh start where possible
- We will celebrate success.
- We will maintain, support and promote high expectations of children's behaviour and learning.
- We will make time to listen to children and respond accordingly
- We will use language that supports positive behaviour (choices) rather than judgemental language (naughty child).
- We will be good role models for the children
- We will recognise and reward children who make the right choices

## Rewards and Sanctions

Whitehill Primary School promotes good behaviour by:

- Modelling and reinforcing positive behaviour
- Applying the behaviour policy and procedures consistently across the school
- Using rewards to celebrate good behaviour including our "Going for Gold" positive behaviour system
- Rewarding children through verbal or written praise, stickers, certificates, Dojos, positive phone calls home and praise postcards
- Rewarding "Gold standard" (exceptional) behaviour through being given a Golden Ticket which will be put into a raffle at the end of every term
- Comments to parents/carers via the contact book, phone calls home, handover at the end of the day and updates at parents evenings
- Helping children to reflect on their behaviour when they have made a poor choice
- Use of privileges in class and in other areas of the school
- Recognition of good behaviour by Headteacher and other members of the senior leadership team.
- Dojo champions
- Excellence Awards: Every term two children from each class are selected for their excellence over the course of a whole term.

## How Does the Going for Gold System Work?

Each class has a Going for Gold display in their classroom. The display is split into different colours, red, amber, green and gold. Each child's name is placed onto the display and every morning the children start on green. The children, through recognition of their positive behaviour have the opportunity if they demonstrate exceptional behaviour to achieve the gold standard and be awarded a golden ticket and ten Dojo points. At the end of each term all golden tickets winners go into a raffle with the chance to win prizes for across each key stage. If a child remains on green, for a session (three sessions in a day: before break/between break and lunch/afternoon) they will be awarded a Dojo point. If the child makes the wrong choice in relation to their behaviour, they will move down through the colours and will be given sanctions appropriate to the level of behaviour. Children can also earn Dojo points for positive behaviour and learning. At the end of each week each class will have a Dojo champion who will be celebrated in assembly and a certificate displayed in the hall.

The system allows the children to reflect on their behaviour, be recognised for doing the right thing and be rewarded for going above and beyond expectation.

## Actions:

Behaviour	Action	Who involved?
Gold	Gold behaviour is going beyond what is expected. This could be for behaviour and for attitudes to learning. Gold behaviour will earn a golden ticket and will be placed in a ballot to be drawn in weekly Key Stage assemblies. A golden ticket will also earn 5 dojos.	Class teacher Senior Leadership Team including Headteacher
Silver	Silver behaviour is recognition that the pupil has gone beyond what is expected of green behaviour but hasn't quite made it to gold. Clear expectations of action should be given to the pupil to help them achieve gold. Silver will earn 3 dojos.	Class teacher
Green	Green behaviour meets expectation. If a child remains on green, for a session (three sessions in a day: before break/between break and lunch/afternoon) they will be awarded a Dojo point. Each child starts each session on green.	Class teacher
Amber	Warning! An opportunity to quickly return to green.	Class teacher
Red	Red behaviour is behaviour that does not meet expectation or break rules. Students can move from red to green at any time through the day or week. Any child who goes onto red will receive a sanction e.g. lunch or break time reflection with class teacher. If a child is repeatedly on red this should be flagged up Deputy Headteacher – Inclusion as additional support may be required.	Class teacher DHT – Inclusion SLG

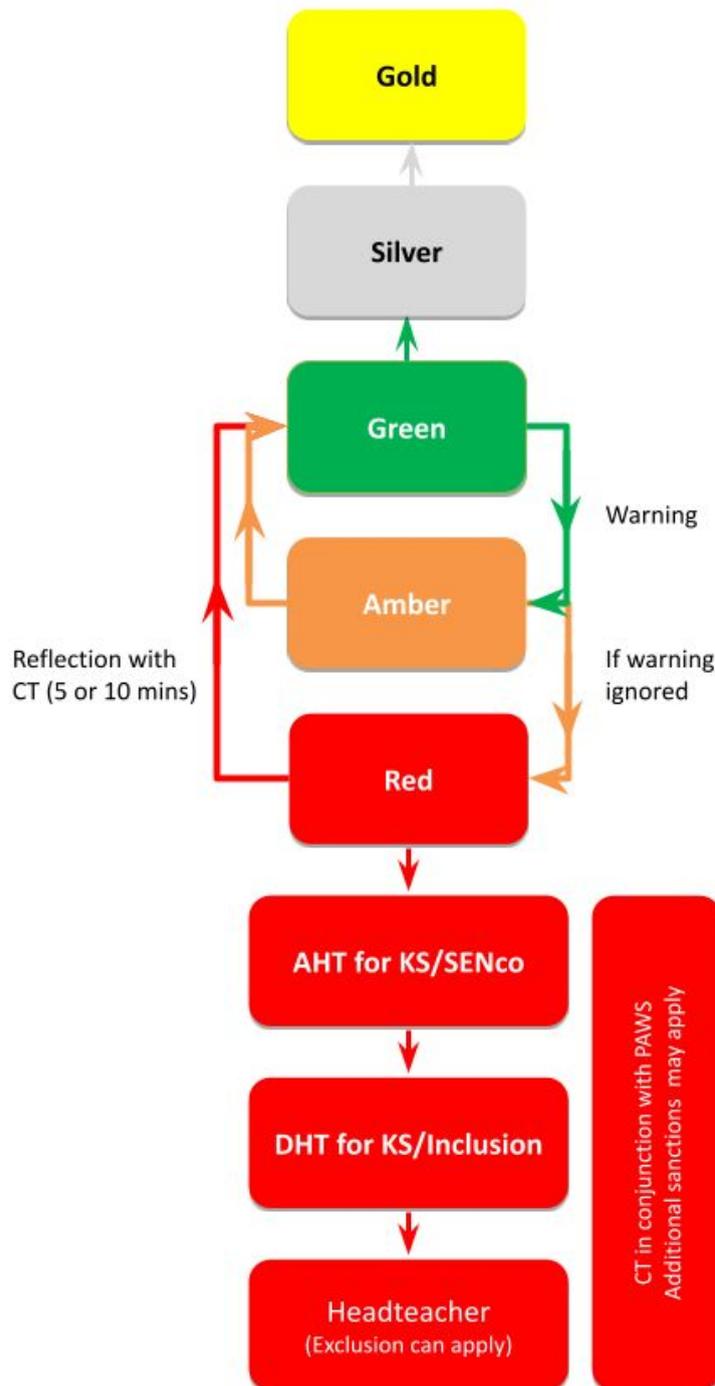
## Possible Sanctions

Sanctions are not designed to be punitive or impact on the child's view of themselves but are used to give the child an opportunity to reflect on where it's gone wrong, what the impact has been on themselves and others and give a clear message to the child of what is acceptable and unacceptable behaviour. Sanctions should be hierarchical, reflect the seriousness of the situation and should be used to help teach the children what good behaviour looks like. However in more serious incidents the level of sanction will reflect the nature of the incident.

## Going for Gold during lunchtime



## Going for Gold in class



### Warning: This should be given in a swift and timely manner

- Reminder of the rule and re-direction. Reiterate the expected standard of behaviour.

### Amber:

- Issue a warning by moving to amber (pupil has the opportunity to make a good choice and move back to green).

## Red: Incidents must be recorded on SIMs by the CT or TA

- Move to red from amber if the undesirable behaviour continues. The child should then be given an automatic reflection and 5/10 minutes reflection at break (with the class teacher/lunch (with a member of SLG).
- Direct to red for more serious incident e.g. leaving class without permission, intentionally hurting another child, being verbally abusive towards children or staff, intentionally damaging property etc – automatic 5/10 minutes reflection at break/lunch with member of SLG
- 2 or more periods in red in a week will trigger a phone call home/discussion at handover with parent/carer
- 2 further periods in red within the following week should trigger a formal meeting with parent/carers and a plan of action should be jointly developed to address the behaviours. This meeting will be between class teachers and the AHT for the key stage. The class teacher will make the DHT for the key stage and the DHT for Inclusion aware and will email them a copy of the plan.
- Children who refuse to complete work in class will be expected to complete it during break/lunchtime (or at home if in the afternoon.) Class teacher should make arrangements for this to happen.

## Partner Class:

- To avoid creating unnecessary contacts during the current pandemic, the school will not use a partner class. Instead, the class teacher will call upon an AHT to support. If they are unavailable due to teaching commitments, the class teacher will continue down the flow chart diagram and call for a DHT.

## Break:

- Children who misbehave at lunchtime/break time may be removed from the playground for a period of time. During the pandemic, class teachers will oversee removal at break times and the lunchtime leader will oversee lunchtimes where children will spend their time out outside but away from their peers who will be playing. The lunchtime leader will escalate to a member of SLG if children refuse to complete their time out.

## SLG:

- Removal from class by a member of SLG (work to be made up in break or lunch with class teacher)
- Internal exclusion, where the child is isolated from the rest of the school for part of the day or a whole day depending on the incident.

## Headteacher:

- External exclusion (fixed term or permanent) – Decision made by the Headteacher. The decision to exclude is undertaken within the remit of the statutory guidance: “Exclusion from maintained schools, academies and pupil referral units in England” September 2017.

## Low level disruption

This should be dealt with by following the agreed coloured system above.

Low level disruption (LLD) can be defined as persistent, disruptive behaviour (Ofsted 2014). Examples of LLD included talking; disturbing others; calling out; not getting on with work; fidgeting; not having correct equipment; making noises; and answering back. LLD should be dealt with by the class teacher and the TA. Planned strategies should be used to ensure that students learning behaviour is good and

that effective teaching can facilitate learning. If the persistent disruptive behaviour does not change then parents should be informed by the class teacher and a joint approach should be adopted. The class teacher can ask for advice from members of the SLG at any point and they can decide whether the behaviour is extreme and the behaviour policy escalated.

### **Ongoing Challenging Behaviour and Defiance (Refusal to move ect.)**

The class teacher should work through a range of strategies to support children who have ongoing poor behaviour. This may involve consultation with the SENCO or DHT - Inclusion. A range of support is available in the school to support children who find it difficult to manage their behaviour including: time out, regular monitoring, Behaviour Support Plan, referral to school councillor, involvement from outside agencies including Early Help, the Specialist Teaching Service, play therapist. Parents/carers will be involved at this level.

### **Serious Incidents**

Occasionally children may be very angry or upset and display very challenging behaviour. If a child demonstrates very challenging behaviours then SLG will be involved and decisions made as to the best way to manage the behaviour to ensure that the child and the rest of the children remain safe. All serious incidents are recorded and held by the Deputy Headteacher - Inclusion. Parents/carers will always be notified of a serious incident in school and will have the opportunity to discuss with class teacher or DHT – Inclusion/SLG if appropriate. If a serious incident has occurred the sanction will reflect the seriousness of the situation. Very occasionally, when a child is in a very distressed or in a heightened state, they may put themselves or others in danger or harm's way. At this point it may be appropriate to positively handle a child to ensure their safety and that of others. This action is taken as a last resort, is recorded and discussed with parents/carers.

### **Bullying**

Whitehill Primary School has a "Zero Tolerance" approach to bullying in all areas of the school, including cyber-bullying. Bullying is defined as ongoing, targeted abuse as opposed to one-off incidents of name calling or a physical disagreement. Bullying is when a person or persons repeatedly use words, strength or actions to hurt them and make them unhappy. There are three common aspects of bullying: a. it consists of deliberately hurtful behaviour, b. it occurs repeatedly over a period of time, c. It is difficult for those being bullied to defend themselves. A bully is someone who deliberately uses words, strength or actions to hurt someone when they know they cannot or will not stop them. Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Children and young people have many rights and one of them is the right to be safe. We value and work towards the emotional health and wellbeing of all children and young people. We aim to create a climate of respect where anti-social and bullying behaviours are not accepted or tolerated. We work towards reducing bullying, harassment and anti-social behaviour. Bullying is wilful behaviour (physical or emotional) which repeatedly and purposely aims to hurt, intimidate, frighten, harm or exclude another individual or group.

Harassment is intentional threatening or disturbing behaviour. It is the unwanted conduct on grounds of race, gender, sexual orientation, which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It is commonly understood as behaviour intended to disturb or upset, and it is characteristically repetitive. Anti-social behaviours are actions that harm or lack consideration for the well-being of others. Bullying can take many forms including racist, homophobic, gender and cyber bullying.

Our vision is of building confidence, ambition and independence. Both fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

In any school, bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community. All of these areas are part of our school community and we will support children no matter the location. If necessary, the police will be consulted with. We explain to children that all staff are alerted to the signs of bullying and children are encouraged to tell their class teacher or other adults working in the school. This is shared in confidence with other staff. Teachers always take bullying seriously and deal firmly with such behaviour. If a child persists in bullying, the formal consequences outlined earlier in this procedure will be brought into play. The ultimate consequence of bullying could be permanent exclusion. Victims of bullying will be re-assured, offered further support and their parents involved if necessary.

The school has a Peer Mentoring scheme which operates every lunchtime, under the supervision of a member of staff. Some Yr 5 and 6 pupils have undergone intensive training to enable them to support pupils on the playground who may be struggling with peer relationships or have no one to play with. The peer mentors will help mediate, or facilitate positive playground interaction. For more serious incidents, the supervising adult will intervene. If a child reports that they are being bullied or are having ongoing issues on the playground, this will initially be reported to the class teacher by the lunchtime leader. Class teacher will endeavour resolve the issue between the pupils, however persistent bullying or serious incidents will be referred to Deputy Head – Inclusion and a decision will be made as to the best way of moving forward. This may involve restorative justice approaches, temporary removal from the playground, parental involvement, social skills group work and specific support on the playground as part of an agreed plan. As the parent of a child whom you suspect is being bullied please report incidents to the class teacher or student support. Do not attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents. Do not encourage your child to be ‘a bully’ back. Both of these will only make the problem much harder to solve.

External Organisations That can support:

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 08451 205 204

Parentline Plus 0808 800 2222

Childline 0800 1111

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support , links and advice.

For a copy of Kidscape’s free booklets “Stop Bullying”, “Preventing Bullying” and “You Can Beat Bullying”, send a large (A4) self-addressed envelope (marked “Bully Pack”) with 6 first class stamps to: Kidscape, 2 Grosvenor Gardens, London, SW1W 0DH

Anti-Bullying Charter:

- Children and young people are encouraged to report bullying and discrimination.
- Children and young people who are victims of bullying and harassment are given support.
- The anti-bullying procedure is regularly reviewed and monitored.
- Action is taken to challenge and reduce bullying and discrimination and other anti-social behaviour by children and young people.

- Agencies provide training, advice and support to staff to help to identify, prevent and manage bullying and harassment.
- There is a commitment to working with other agencies to support a child and young person to minimise bullying and its impact.
- There is regular monitoring of incidents of bullying and harassment.

### Children with specific behavioural needs (including SEN):

It is really important that we recognise that some children have specific needs with regards to their behaviour. For those identified with SEND, LAC, Well-being and self-esteem issues, the system may be amended to meet their needs. It is impossible to have a one size fits all system for dealing with behaviour as all children are different. Some children may have such specialised needs that the above measures are inappropriate and therefore specific interventions are implemented via the child's Individual Learning Plan or a behaviour support plan and are regularly reviewed.

### Pastoral and Well-being Service:

The PAWs is accessed via a referral form. The referral form describes the nature of the concerns regarding the behaviour/mental health issues. E.g. those at risk of exclusion, pupils who are categorised as vulnerable as a result of being involved with external agencies, children who have experienced trauma e.g. bereavement. A referral may also be triggered by children who have been on "red "for several periods, despite parental/carer involvement. The referral form requires explicit details of actions taken by the class teacher or actions to prevent escalation. The referral form also requires details of contact with parents/carers as well as information from SIMS including behaviour points. (See appendix 4)

### Exclusions:

We are an inclusive school and work hard to develop strategies to include all children. However, in some extreme cases, to ensure that the health, safety and well-being of all, the Headteacher may make the decision to formally excluded a child from school.

#### *Internal*

Internal exclusion will be at the discretion of SLG and will be in response to a culmination of behaviour incidents or an extreme and isolated single incident. The internal exclusion will reflect the nature and severity of the incident and may take place at lunchtime, mornings/afternoons or be for a whole day.

#### *External (fixed term exclusion)*

Only the Headteacher can issue a fixed term or permanent exclusion. A decision to externally exclude will only be taken when all other possibilities and strategies have been exhausted or for a one off serious incident. This action will be taken in line with the DFE Guidance: Exclusion from maintained schools, academies and pupil referral units in England. (September 2017)

### Positive Behaviour Management on the Playground

#### *Playground:*

*Lunchtime - The Lunchtime Leader will oversee behaviour on the playground/dining room.* All adults are responsible for engaging with children through play and conversation.

- All adults must be vigilant to address 'tensions' before they escalate.
- All adults must deal with incidents effectively ensuring that class teachers are informed of any issues which have arisen. Incidents which require a sanction should be recorded.
- Children must approach staff outside and not come into school.
- Peer Mentors are available to support children with low level issues on the playground
- Serious incidences will be referred to SLT on duty.

### *Playtime*

- At morning playtime, all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they escalate.
- All adults must deal with incidents appropriately ensuring class teachers are informed of any issues which have arisen.
- Children must approach staff outside and not come into school.
- If behaviour poses a serious health and safety risk, DHT - Inclusion /SLG should be involved.
- All significant incidents which have received a sanction should be recorded.

### **Transitions**

Transitions around the school are important and should be managed to ensure that consideration for the safety of the children is paramount. It is the responsibility of all school staff to support transitions around the school including transitions to and from the playground. Calm and orderly transitions help teach the children about acceptable behaviour in a variety of settings within the school and will support good learning behaviour following a transition. (See appendix 2)

### **Assemblies**

Assemblies are an excellent opportunity for children to develop their spiritual and moral values and are an important part of school life. Attending an assembly enables children to feel part of the school community and learn as a collective in a formal setting. It is important that high expectations of all children's behaviour are maintained and that they are encouraged to be good role models for their peers. (See appendix 3)

### **Parental Responsibility**

Children need positive relationships and consistent boundaries in order to feel safe, learn to behave well and function as well rounded adults in society. It is always in the best interests of the child if parents/carers and the school share responsibility and work together to address any issues which arise.

The school will:

- be positive and understanding
- ensure effective communication
- offer help, support and advice when required

Parents/carers should:

- support the school behaviour policy
- ensure that contact details are always up to date
- work with the school for the benefit of their child, and others

## Appendix 1

### Procedures to Support the Positive Behaviour Policy

#### Classroom Behaviour

- All teachers/TAs follow the “Going for Gold” System in classrooms and a wall display must be used as a visual reminder to support the children making positive choices
- Teachers/TAs should use every opportunity to reward positive behaviour using praise/tangible rewards. Staff should link the behaviour to the school rules to help teach the children good behaviour, especially the children who struggle to consistently self-regulate.
- If a child makes the wrong choice, they should be moved to amber to indicate that they have a warning (linked to the rule) and that if they continue will be moved to red which will incur a sanction. If they then make good choices, they should be given the opportunity to move back to green.
- If a child moves on to red, there should be an automatic sanction, (5 or 10 minute reflection with class teacher at break or the lunchtime leader at lunchtime). The child should complete a reflection sheet and the class teacher should use the opportunity to build a positive relationship with the child and discuss the impact of their behaviour. The class teacher/TA **MUST** record on SIMS to support data analysis as well as getting a picture of the child’s behaviour over time.
- If a child has a serious breach of the rule, they should go straight to red which will result in a reflection with the class teacher (at break)/the lunchtime leader (at lunch). Serious breaches may include leaving class without permission, intentionally hurting another child, being verbally abusive towards children or staff, intentionally damaging property etc.
- If a child is on red 4 times within a fortnight, class teachers must hold a formal meeting with parents/carers and the AHT for the keystone/SENCo to discuss the situation and create a plan of action.
- Opportunities should be sought to inform parents/carers of positive behaviour via notes in contact book, praise postcards, phone calls home.
- If a child requires to be removed from the class because of health and safety reasons or a significant behaviour issue in class, the child will be expected to make up the work missed in either break or lunchtime with class teacher/TA. SLG will make the decision to return the child to class when they feel they are ready to go back.
- All incidents requiring a reflection or a serious sanction **MUST** be recorded on SIMS by class teacher
- Serious incidents must be reported to DHT - Inclusion and recorded on an incident form – copy to be kept on file. This will include racist incidents, homophobic language, extreme verbal aggression, physical aggression towards a child or adult
- If a child requires an internal exclusion, this will be sanctioned by the DHT - Inclusion/SLG and parents/carers will be informed.
- If a child requires an external exclusion, this can only be authorised by the Headteacher and may also involve the Governing Body in extreme cases.

## Appendix 2

### Transitions

It is the responsibility of all to ensure that transitions are as calm and orderly as possible, from when the children arrive in school, transition around the inside of the building, to and from the playground in relation to break and lunchtime and handover at the end of the day.

### Start of the Day

- Staff on duty should ensure that they arrive in a timely fashion to enable them to meet and greet the children and parents/carers in the morning.
- Staff should be vigilant to any issues with the children who may appear to be struggling to come into school.
- Where information is given to staff on the well-being of a child by the parent/carer which may have a bearing on how they present in school, this information should be passed on to class teacher or PAWS, if very concerning.

### Movement around the school

- All staff should ensure that the children walk when in school
- If taking small groups out of class, the member of staff should ensure that they supervise the children and walk together
- Children should be encouraged to use quiet voices to talk to staff
- If children run in the corridor, the “Going for Gold” system should be implemented, which may result in the children being moved to amber or red dependent on previous behaviour.

### Break time/Lunchtime

- Staff should supervise children getting coats etc. and ensure that they leave the building in an orderly and safe manner
- Staff on duty will supervise the behaviour on the playground and deal with any issues accordingly
- At the end of break/lunch children will stop on the first ring of the bell and then walk to their rendezvous point where they will be met by their class teacher.
- The class teacher will ensure that the children line up and are calm and orderly before being escorted back to class. It is the class teacher’s responsibility to collect their class from the playground, as they will set the expectation for behaviour as they enter the building and return to class.
- Any incidents of poor behaviour on the playground should be reported to the class teacher by the staff on duty to enable the class teacher to discuss with the pupil and record as required.

## Appendix 3

### Assemblies

Assemblies are an important part of the school life and there are high expectations of pupil behaviour throughout. To enable this to happen, routines for the children should be robust and explicit in relation to entry into assembly, during assembly and exit back to class.

- Staff to escort children to the hall, ensuring that all children walk and are calm on entry to the hall.
- Classes, where possible, should enter in year groups and sit in a line within their class group with their teacher/TA at the end of the line.
- Children should sit quietly until all the classes are seated in their rows.
- It may be necessary for some children with additional needs to have a specific place to sit, possibly near an adult to help them manage the expectations of assembly.
- At the end of assembly, the person taking the assembly should dismiss the children by class groups to ensure a smooth transition back to class.
- The “Going for Gold” system should be used to support behaviour management during assemblies.

## Appendix 4

### The Quad

The Quad is part of our lunchtime provision for children. It is an area off the Main Hall which whilst outdoor, is self-contained and allows children to play with close and focused supervision. It is a supportive mechanism where children can enjoy both adult led activities but also enjoy continuous provision and free play. Children will access The Quad through the Deputy Head (Inclusion). It also supports social and emotional development including social skills. The children may access this so for short periods or extended periods of time depending on the child and the situation. It may be that a child has some time on the main playground and The Quad on a daily basis. Staff working in The Quad have a close partnership with our Pastoral and Well-being Service who provide access to plans around children and provide training and development based on specific needs. The Quad is a proactive measure rather than a punitive measure and helps form the school's overall SEMH offer.

## Appendix 5

### Pastoral and Wellbeing Service (PAWS)

The school recognises that some pupils require additional support to enable them to manage their behaviour and develop their emotional wellbeing. The school is fortunate to have the additional resource – PAWS. PAWS are a part of the mental health triage system which enables the school to prioritise pupils according to need and the range of support the school is able to provide. PAWS support children who have a high level of need and are possibly at risk of exclusion. They may work with the pupil on an individual basis or in small groups where children have similar need. They liaise closely with teachers and parents and work with external agencies where required. PAWS are part of the strategic plan to manage behaviour and well-being in school. The team dovetails with SEN and teaching and learning in respect of supporting the needs of pupils with SEMH and ensuring that the pupil's well-being is supported to enable them to learn (principles of nurture).

### Access to PAWS

PAWS is accessed via a referral form. The referral form describes the nature of the concerns regarding the behaviour/mental health issues. E.g. those at risk of exclusion, pupils who are categorised as vulnerable as a result of being involved with external agencies, children who have experienced trauma e.g. bereavement. A referral may also be triggered by children who have been on "red" for several periods, despite parental/carer involvement. The referral form requires explicit details of actions taken by the class teacher or actions to prevent escalation. The referral form also requires details of contact with parents/carers as well as information from SIMS including behaviour points.

Following the referral being submitted, it will be discussed at the fortnightly "Children Causing Concern" meeting and teachers will be given feedback of the future actions. If a referral has been accepted, a meeting will be held with class teacher and parent, with input from the child and a behaviour support plan will be drawn up and agreed. This will detail actions to support the pupil's behaviour and a review date will be set. This will include links with SEN, where appropriate and other agencies e.g. Early Help. The BSP will mirror the principles of the behaviour policy, but will be bespoke to the needs of the child. Regular reviews will ensure that the child is making progress or other processes will be considered e.g. referral to LIFT.

The BSP will outline the strategies to support each child. This may involve:

- 1:1 support for some pupils
- Small group work with pupils with similar needs
- Supporting pupils in class
- Working closely with class teachers/TA in developing strategies to support individuals
- Monitoring and evaluating BSPs both overarching and child's individual plan ● Signposting parents/carers for additional support
- Being responsive on an individual level as per the plan
- Enabling staff to facilitate positive relationships with children outside the classroom

### Headstart

The school is part of the Headstart programme and as such has achieved the outcomes of the programme:

**Safe Space** – The school has invested in providing safe spaces in the school, where vulnerable pupils know they will be supported: PAWS suite and Quiet Space on the playground.

**Peer Mentors** – A comprehensive system of support on the playground underpinned by a rigorous selection, training and supervision programme to ensure the safety of all involved. The programme is

overseen by 2 experienced members of staff who meet regularly with the peer mentors to support them and ensure that appropriate supervision is maintained at all times.

**Resilience Training** – Building resilience is an important part of the well-being of children and the trauma and attachment training and is a tool to help staff identify areas where they can have a positive impact. This can be done on an individual basis or can be done as part of a BSP or a small group work programme.