



Westlands Primary School

Behaviour Policy



Aims of the Policy

We believe in creating an ethos in which children can learn and develop as individuals. It is important that behaviour is managed so that this aim can be achieved through the following ways:

- The creation of a safe environment
- Clarification of expectations, roles, rights and responsibilities for staff and pupils
- The implementation of effective strategies, practices and relationships which emphasise consistency and fairness
- Raising pupil's self-esteem
- Encouraging self-discipline and self-responsibility

The school has an internal code of behaviour / school rules which underpin our expectations of pupil behaviour within the school. The rights implicit in these are as follows:

Rights of pupils

- To be able to learn to the best of their ability without disruption
- To be treated with consideration and respect
- To be listened to by adults in the school
- To know what is expected of them
- To feel safe
- To be treated fairly

Rights of Staff

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruptions
- To feel safe in their working environment

The Rights of Parents

- To be sure their children are treated fairly and with respect
- To know their children are safe
- To be able to raise concerns with staff and to be informed when there are difficulties with behaviour

Responsibilities

- We believe that everyone in the school needs to take responsibility for protecting these rights.

How we encourage appropriate behaviour

An essential part of the school's programme for building up and sustaining good behaviour patterns is to recognise, practice and highlight positive behaviour. We therefore encourage appropriate behaviour by making our praise and positive feedback visible and tangible in the following way:

Behaviour Protocol

Mission Statement

As an inclusive, creative school community with high expectations we will provide opportunities for everyone to achieve their very best and become confident and responsible citizens.

Our Behaviour Policy has been agreed by staff and pupils in order to support the ethos and values of our school. It underpins the school mission statement and describes the structures and strategies within the school which will enable us to manage the children's behaviour.

As part of the monitoring process, we will ensure that:

- The policy is reviewed annually
- Staff, governors, parents and pupils are consulted

Our expectations are that pupils will:

- Be considerate of each other and of adults
- Develop good inter-personal and social skills
- Develop emotional maturity and stability
- Accept that we can make mistakes but that we need to learn from them and move forward
- Follow the school rules throughout the school day, inside and outside of the school building

To facilitate positive behaviour staff are expected to:

- Support pupils and colleagues
- Establish good relationships and be positive role models
- Create a learning environment with high expectations

Westlands Rules

The aim of the Westlands Rules is to ensure all children understand what is expected of them, inside and outside of school and to give them a visual reminder of what they can do to make Westlands a happy, safe and positive place to learn.

These rules have been written in consultation with pupils as we believe that pupil involvement is crucial in promoting responsibility and accountability at child level.

The Westlands Rules will be displayed throughout the school environment. They will be used as a discussion point between staff and children should inappropriate behaviour occur.

The Westlands Rules are:

Be a STAR...

Stay focused and try your best

Treat others how you expect to be treated yourself

Act safely, be kind to others

Respect peers and our school community

Children need to be taught and to learn how to behave appropriately. They need to know that mistakes can be made and learned from. Our success is measured not by the absence of problems but by the way in which we deal with them.

Westlands Primary School Code of Conduct

This code applies to all adults who work within the school in any capacity, paid or as a volunteer.

The welfare of the child is paramount and staff should understand their responsibilities to safeguard and promote the welfare of children and young people. Children are learning all the time and therefore it is important that the example we set them is always of the highest calibre. Children will be watching adults as they work and move around the school. They are likely to copy adults, and may talk about adults to others outside of the school. We therefore expect all adults to comply with this code of conduct at all times, within the school, or on visits on behalf of the school.

When we speak to others we will:

- Use a positive statement rather than a negative one so that children can learn what we expect of them in any situation
- Use a calm tone of voice at all times, to explain something or instruct the children, so that they can follow our words without feeling threatened or uncomfortable
- Avoid using sarcastic words or phrases, as these demean children and prevent them from developing high self-esteem
- Demonstrate through our conversations with children and adults, and by our responses, that racist or sexist language and attitudes are never acceptable
- Speak respectfully to other adults at all times, even if we disagree with them.

As professionals we will:

- Be mindful of the need to maintain professional boundaries
- Avoid encouraging gossip about adults or children, and take active steps to divert conversations away from this if we come across it
- Maintain confidentiality about anything that we hear or see in the school, so that parents and children can trust us, and fellow professionals recognise our integrity in dealing with matters that arise;
- Be mindful of comments made about this or any other school in the public domain, including verbally or on any social networking sites such as Facebook
- Work as part of a team, contributing as well as learning from others, helping to build up a strong workforce so that the best possible learning opportunities are provided for the children in our school
- Treat everyone with respect
- Behave in a positive way despite any personal problems we might have, especially in front of the children
- Wear clothing that promotes a positive and professional image and does not distract, cause embarrassment or give rise to misunderstanding
- Ensure we do not have mobile phones switched on during work time
- Ensure there is visual access and/or open door in 1 to 1 situations
- Avoid any conduct which would lead any reasonable person to question our motivations and intentions
- Not use our status and standing to form or promote inappropriate relationships with pupils

- Know the procedures for handling allegations against staff and to whom any concerns or allegations should be reported
- Apply the same professional standards regardless of race, gender, sexuality or religion of children

To uphold the statutory requirements of working with children we will:

- Work within the school's policies and practices, so that what we do is consistent with what has been agreed between all members of staff and the governors
- Follow the school's guidelines on dealing with the children, with particular regard to policies and practices about behaviour and discipline, and about how and when we are able to restrain or handle children
- Take responsibility for recording any incident
- Follow the school's policy on the use of ICT equipment
- Ensure that pupils are not, through the use of any medium, exposed to indecent or inappropriate images
- Report to the Head of School any behaviour from other colleagues which could raise a concern
- Keep up to date with the guidelines for child protection and safeguarding of children and, know what to do and who to report to if anything occurs
- Maintain confidentiality about children, their families, home circumstances, medical conditions, work, behaviour and progress
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Behaviour Management in Class

Good planning for learning is the first step towards positive behaviour management in class. This involves clear differentiation, motivating and engaging children and building their self-esteem. Adults should provide support for children in a positive way which prevents low level disruption from becoming more serious. Children, where-ever possible should be kept informed of the day's events and classes will use a visual timetable to support this practice. Children will be encouraged through positive behaviour strategies.

Rewards

Individual classes in school may have their own system of incentives and rewards for the whole class and for groups to focus on working as a team as well as working on an individual basis. Westlands Primary School has a strong focus on rewarding positive behaviour. Every class has a class recognition board/display. All children are part of this class recognition system and can be nominated when demonstrating one of the School's core values:

Learning, Kindness and Responsibility.

We have a community system where all children belong to one of four communities-

Mountain

River

Forest

Coast

We have community captains in year 6 and community sports captains in year 5. Children are rewarded community points for good behaviour from all adults in the school. Children in Year 5 are trained as peer mediators, supporting all children during unstructured times, to aid minor discrepancies via mediation.

Staff will ensure that they seek out and reward positive behaviour using a range of strategies and resources (although this is not an inclusive list):

- Stickers
- Certificates,
- Celebration assemblies
- Marvellous Me awards sent home via the app to acknowledge exceptional work / behaviour
- Attendance certificates
- Special time spent with a member of the Senior Leadership Team
- Merits

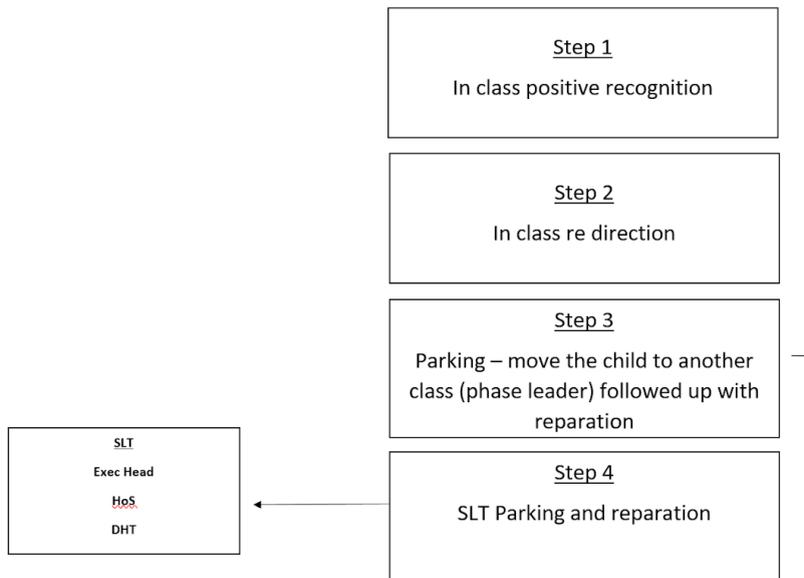
Behaviour Support Strategies

At Westlands Primary school, staff have a range of strategies they can use to support a child with their behaviour. These strategies could include (although this is not inclusive):

- Positive reminders of expectations
- Time given to make the right choice
- Talking time with an adult
- Restorative justice approach
- Time out or calm down time in the classroom
- Time out with buddy class

Any extreme behaviour will be dealt with by the Senior Leadership Team; children who have difficulties will be supported by an additional behaviour support plan.

Quick Reference behaviour steps



Scripted Interventions

This is a type of intervention you would use when a child is still struggling after other intervention. This is a way of providing consistency for all staff and children.

Example 30 second script structure:

- 1. Open well and do not start a dialogue with the child – **“I’ve noticed you are finding it difficult to....”** Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you
- 2. Refer to why you are there and a specific rule – **“You know our rule about** getting involved with the group. I can’t have you sitting outside of it, I need you to be involved.”
- 3. Instruction – at the second stage of a stepped consequence system – **“I’m going to need you to... try the first few questions in your book.”**
- 4. Pegged Behaviour - It’s important at this point to remind the child of previous good behaviour that you have ‘pegged’ in a positive note or other previous interaction. **“Do you remember last Thursday, I gave you the note to take home? You had a brilliant week last week. You were kind, you brought in that extra research, your group work was great – that’s the behaviour I need to see now, that’s the behaviour I want to see from you. Thanks very much for listening.”**
- 5. **Walk away** - Then you leave the situation. It’s almost impossible to argue with someone who is praising your previous good behaviour. This is where you can model that emotionally resilient adult behaviour for the children.

Alongside this we have embedded **Zones of regulation** into our curriculum. This is a curriculum geared towards helping children gain skills in consciously regulating their actions,

which in turn leads to increased control and problem solving abilities. The learning activities are designed to help children recognise when they are in different states called 'Zones' with each of the four zones represented by a different colour. Children learn strategies or tools to stay in a Zone or move from one to another.

The **ZONES** of Regulation®

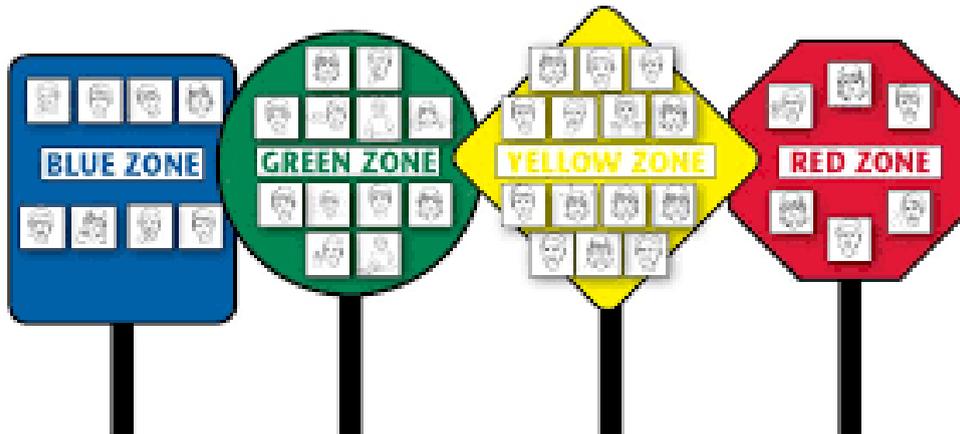


Figure 2: Wall Posters of the Zones

Behaviour at Lunchtime

Pupils are encouraged to move carefully and talk quietly in dining areas. If spillage occurs, older pupils are encouraged to deal with these themselves. Younger pupils are assisted by Midday Meal Supervisors and/or Teaching Assistants, who are on duty. These adults will also help younger pupils to carry trays, etc. Pupils are encouraged to display good manners to each other. Wherever possible, lunchtime staff will praise good manners. In unfortunate cases of persistent poor behaviour, lunchtime staff should report the incidents to a Senior member of staff, on duty.

It is important that children are not allowed inside the school building at lunchtime as they are not supervised. The only exceptions being:

- To go to the dining room for their lunch
- To use the toilet
- To attend clubs

No child should leave the school grounds for any reason unless with their parent or a nominated person. Prior agreement should be made with the class teacher. The office staff should be informed if a child is being collected at lunchtime.

Should children run away off the premises, do not follow them in the first instance. Watch to see where they are heading. Inform a member of the Senior Leadership Team, immediately. Children will be encouraged to return to the safety of the building in a gentle and caring manner. On no occasion should the child be chased, as this usually results in them running further away from the safety of the School.

Class Teachers may keep children in to complete work but must make sure that children get their lunch, and should avoid being alone with one child. Children must be supervised at all times. Some children are directed to attend lunchtime clubs to enable them to have a positive / successful lunchtime.

The Westlands Rules should be referred to throughout the school day to promote positive behaviour. When children do not follow the rules, the Lunchtime Staff will first give a verbal warning and may then send a child to a designated zone for a period of time. This will be recorded and then monitored by senior management for patterns and trends. Any serious incidents will be referred to the class teacher or a member of the Senior Leadership Team and will result in exclusion from the playground the following lunchtime. Parents and Carers will be informed as necessary.

Additional Behaviour Support

There will always be occasions when some pupils find it difficult to work within the identified system of sanctions and rewards. These pupils require additional behaviour support. Allocation of additional support will be agreed with parents and carers after a full discussion of the child's needs. At this point, the child will be placed on the school SEN register and a range of strategies and resources will be considered. These may include:

- Personalised Plans
- Behaviour Support Plans

It is vital that records are kept of all behavioural incidents. This helps to safeguard children and to build a full and accurate picture of their needs.

Educational Needs and Disability (SEND) and Vulnerable Individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans.
- Timetabled Thrive Practitioner intervention.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.

- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care.

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term exclusion. A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Positive Handling/Reasonable Force

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Staff would be expected to follow the Behaviour Policy in the first instance to manage an incident/challenging behaviour.

Wherever possible, assistance should be sought from another member of staff before intervening.

Physical intervention may involve staff:

- Escorting a pupil
- Shepherding a pupil away
- Supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down

All incidents necessitating positive handling will be recorded and reported termly.

Incidents of Bullying

Appropriate and responsible attitudes and behaviour will be fostered by the school's programme of Personal, Social, Health and Citizenship Education. Any form of bullying will not be tolerated and children are actively encouraged to tell an adult at school or at home if they are experiencing any problems or difficulties.

See Anti-Bullying policy

Exclusions

Exclusion will only be considered after all possible strategies and resources have been explored.

Internal Exclusion

Internal Exclusion is used for serious incidents and is authorised by the Head of School or Deputy Head teacher. Internal exclusion means a period of time in school isolated from the school community. Parents and carers will be informed.

Fixed Term Exclusions

Serious or persistent breaches of the behaviour policy will result in a fixed term exclusion from school. The Head of School may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. A record of fixed term exclusions is kept and the governing body and local authority are informed each term.

Permanent Exclusion

The Head of School has the right to permanently exclude a child from school in accordance with Local Authority guidelines. The Head of School may permanently exclude a pupil for persistent or serious misbehaviour. It is also possible for the Head of School to convert a fixed term exclusion into a permanent exclusion.

Adopted by LGB -

Review Date - September 2022

