

Positive Behaviour Policy



Westlands Primary School

Document Management

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1.Purpose

At Westlands Primary School, 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 in 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:

Our Behaviour Policy has been agreed by staff and pupils in order to support the ethos and values of our school. It 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 interpersonal 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

2. Leadership and Management

The Local Governing Body will establish in consultation with the Executive Headteacher, Head of School, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to staff, pupils and parents, is non-discriminatory and the expectations are clear. Governors will support Westlands Primary School in maintaining high standards of behaviour.

All staff in our school will have a shared responsibility to ensure the implementation of the behaviour policy. Staff will be proactive in applying this policy throughout the school day. Verbal and unspoken messages from staff must always remind children of the right behaviour choices. Staff will provide good role models for the respectful and reflective behaviours we wish pupils to exhibit. All staff are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which children develop self-discipline and personal responsibility.

Parents and Carers will take responsibility for the behaviour of their child both inside and outside the school. They will work in partnership with Westlands Primary School in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy with the school.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will self-reflect on their positive and negative behaviour choices and engage in resolving difficulties, seeking help if needed. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of discrimination are reported.

3.School Core Values

The school community has identified a set of shared core values. We use our core values as guides for the way we behave, perform and interact with each other. These are explicitly taught and contribute to the development of our positive school ethos and culture for teaching. The core values are:

- Learning
- Kindness
- Responsibility

Values are the things we believe in that help us to make decisions about how to behave. They are a set of tools that we carry with us all our lives that guide our actions. Children are given Westie Wow stickers when they are seen to be showing the school core values.

Each term (bi termly) we have a focus of a core value as a whole school -

- Autumn - Responsibility
- Spring - Learning
- Summer - Kindness

Assemblies have a focus on these core values and classes encourage the core values throughout the school day.

4. Behaviour Policy procedures

4(i). 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.

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...

Safe

Trustworthy

Aspirational

Respectful

<u>Safe</u>	<u>Trustworthy</u>	<u>Aspirational</u>	<u>Respectful</u>
We keep ourselves and others safe at home, at school and online	<p>We are upstanding members of the school and wider community</p> <p>We are honest, even if it is hard to be</p> <p>We are independent learners</p>	<p>We aim high and try our hardest all of the time</p> <p>We show positive behaviour that sets an example to others</p> <p>We have our own</p>	<p>We are respectful of others and our surroundings</p> <p>We show kindness and respect</p> <p>We respect others' views and opinions</p>

	<p>We are kind and help others</p> <p>We look after our friends, our peers, our school and our community</p> <p>We are fair</p>	<p>goals</p> <p>We think to the future</p> <p>We are proud of all that we do</p>	<p>We are honest and truthful</p> <p>We always use kind hands, kind feet and kind words</p>
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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.

Behaviour Management in Class

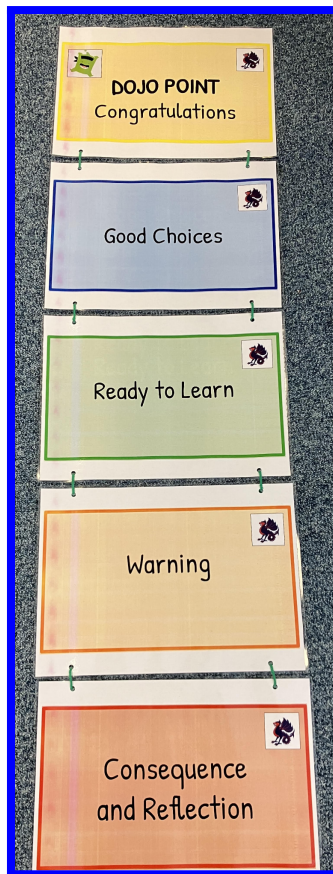
Good planning for learning is the first step towards positive behaviour management in class. This involves clear differentiation, motivating and engaging children and building their self-esteem. Adults should provide support for children in a positive way which prevents low level disruption from becoming more serious. Children, whenever 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

The Behaviour Ladder

Each class has a peg system similar to that pictured below which children can move up and down with 3 steps. At the start of every session, they begin their journey in the middle of the system at 'ready to learn' and can be moved up for showing positive behaviour choices, showing personal excellence in their work or managing to turn around negative choices. When children reach the top of the ladder they get a dojo point.

Equally children can be moved down the ladder through poor behaviour choices and given clear expectations and opportunities to move back up the ladder.

Staff will look for opportunities to support children in moving back up the ladder by focusing on positive choices. The focus is always on reinforcing positive behaviours.



4(ii). Positive Rewards

Staff will ensure that they seek out and reward positive behaviour using a range of strategies and resources.

Dojo's

Dojo's can be earned by showing that they have been following our school rules.

They can earn these in a variety of ways such as:

- *Reaching the top of the peg ladder
- *Being kind to others
- *Completing learning activities above and beyond expectations
- *Going above and beyond to contribute positively to the school community

Children aim to get 20 dojos a week, if they reach the target they get to put their name into a raffle box and at the end of each term a name is pulled from the raffle box for each year group and that person wins a termly prize.

Every child is in one of the school communities (Forest, Mountain, River, Coast) and each week the dojo points are added up across the school to see which community has won.

Westie Wow Stickers

Adults who are not directly linked to a classroom are able to give out 'Westie Wow Stickers' to children around the school for showing they are following the school rules. If they are given a Westie Wow Sticker, they are then automatically given 2 dojos from their class teacher when they return to the classroom.

Class Rewards

Each class has an individual class reward system and they have their own rewards such as film afternoons, extra playtime, game afternoons etc

Weekly Awards

Each week in our celebration assembly classes have the opportunity to nominate children to receive a weekly award if they have showcased significant achievement in the identified area.

Golden Certificates

One child per class is given a golden certificate each week in celebration assembly. They get to come to the front of the assembly hall and sit on chairs at the front to showcase their certificates. These can be given for following the school rules or reaching individual targets.

Other Curriculum Awards

At the end of each big term, staff will nominate children for a variety of different curriculum awards which are celebrated in our weekly assembly.

These can include:

- Writer of the term
- Sportsperson of the term
- Art and design award
- Mathematician of the term
- Scientist of the term
- Improver of the term
- Reader of the term
- Super Speller of the term
- Perseverance award
- Politeness award
- Friendship award
- Musician of the term

Attendance Awards

At Westlands Primary School we celebrate attendance weekly, termly and annually.

- Weekly rewards are celebrated in assemblies for classes in Key Stage 1 and 2 with the highest attendance and the punctuality.
- Pupils receive a certificate to celebrate 96% attendance or higher on a bi-termly basis.

4(iii). Consequences

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
- Internal Suspension
- Behaviour reports

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.

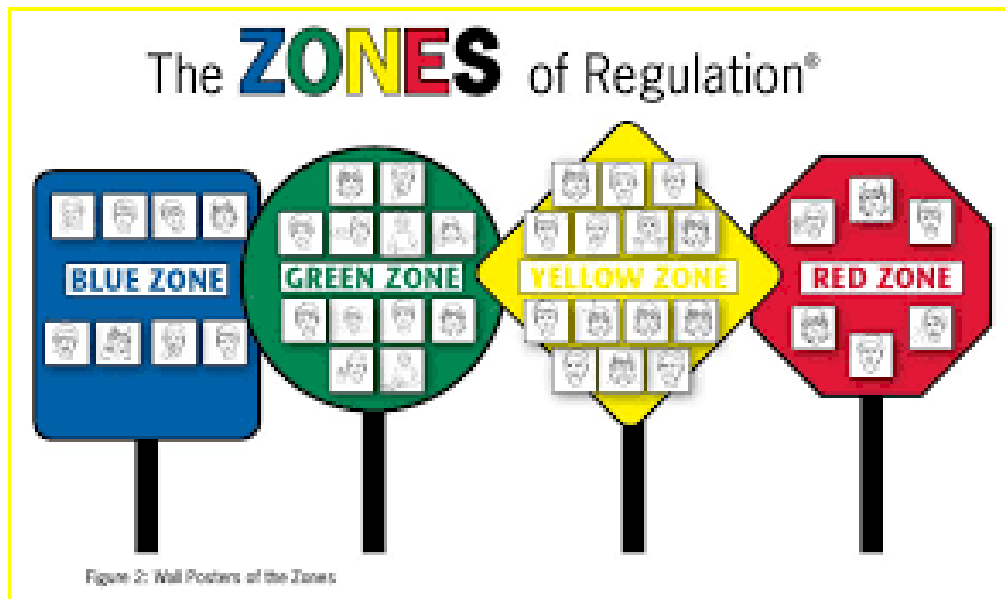
Scripted Interventions

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.



While every effort is made by staff to turn negative choices around and prevent children from reaching the bottom of the behaviour ladder we accept that this isn't always possible.

Jigsaw

The Jigsaw scheme of work is used across the whole school to teach the Personal, Social and Health Education (PSHE) Curriculum. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Some of the units within the Jigsaw scheme are specifically designed to teach children the skills they need to socialise with others and become responsible citizens. All children have at least one dedicated lesson per week.

Reaching the Bottom of the Behaviour Ladder

At Westlands Primary School every class has a behaviour ladder (see above) and while the emphasis is on positive behaviours there are times when children may continue to make poor choices and a consequence may be needed. The stages below reflect what these consequences are through the school. Each stage runs over the course of a short term and class teachers are responsible for tracking what stage children are at.

When a child reaches the bottom of the behaviour ladder the incident will be investigated by an assistant headteacher or lead teacher including whether this policy has been fairly and consistently applied.

<p>Stage 1</p> <p>First exit in a term</p>	<p>A child will have a five minute reflection time in another class where a reflection sheet will be completed.</p> <p>The child takes this reflection sheet (appendix 4 and 5) back to class when complete. For younger children the reflection sheet may be completed after the reflection time to assist with unpicking.</p>
<p>Stage 2</p> <p>Second exit in a term</p>	<p>A lead teacher will be involved and a verbal warning given. The child will complete a reflection sheet and have a 5 minute reflection time.</p> <p>A 'Green Letter' will be issued to parents explaining the circumstances (see appendix 1). The letter will explain that the child has already been given a verbal warning for previous unacceptable behaviour and has also previously been reminded of our rules. The class teacher will personally deliver this letter to the parent / carer of the child at the end of the school day and verbally explain the contents of the letter and arrange a meeting with them to discuss how to support the child moving forwards.</p> <p>If a parent / carer is not available at the end of the school day the letter will be followed up with a telephone call from the teacher that afternoon / evening.</p>
<p>Stage 3</p> <p>Third exit in a term</p>	<p>An Assistant head or Deputy Headteacher called and children will work out of class for the rest of that session. A reflection sheet will be completed.</p> <p>An 'Amber Letter' will be issued to parents explaining the circumstances (see appendix 2) and asking parents to reinforce our school rules and expectations. A further meeting between the class teacher, Assistant Head Teacher and parent / carer will be organised. At this stage a decision to put a child on report may happen.</p>
<p>Stage 4</p> <p>Fourth exit in a term</p>	<p>In the event that the child reaches stage 4, a 'Red Letter' will be issued to parents explaining the circumstances (see appendix 3) and consequence.</p> <p>A Deputy Headteacher or Head of School will speak to the parent at the end of the school day or follow up the letter with a telephone call. An Assistant Headteacher or lead teacher will investigate the success of the classroom-based intervention(s) including observing the child in class or on the playground, depending on where main issues occur. This will determine if the class-based intervention should continue or an alternative consequence is required, based on the personalised needs of the individual child.</p> <p>The alternative consequence will usually take the form of a one-day 'internal seclusion' or a suspension or going on school report for a short period of time and it then being reviewed. The school may decide an individual behaviour support plan is needed at this stage.</p>

Refusing Behaviours

Should there be occasions where pupils refuse to complete work or follow instructions the following procedures will be followed to ensure there is a consistent approach.

Where a child refuses to complete work they will be expected to make up this time in their unstructured time (break/lunchtimes). A visual note of the time expected will be visible to the child and delivered non-verbally. If they refuse to complete their work in the afternoon, the work will be sent

home with them to do at home and brought back the next morning.

If a child leaves the classroom parents will be contacted and given the opportunity to speak to their child to encourage them to change their behaviour. In the event this is not successful parents will be asked to attend the school site to speak to their child directly. Again, any time lost will be made up during break times.

Serious Behaviours

Serious undesirable behaviour is rare at Westlands Primary School . However, any of the following unacceptable and intentional behaviours occur this will result in automatically being sent to the Head of School or Deputy Headteacher who will determine whether an internal seclusion or suspension applies

- Serious acts of violence towards other children or adults
- Acts of discrimination, including racism
- Fighting
- Bullying
- Swearing
- Stealing
- Being verbally abusive or rude to a member of staff

5. Playtimes and Lunchtimes

The same standard of behaviour is expected at all times. Pupils are encouraged to move carefully and talk quietly in dining areas.

Our Lunchtime rules are -

- We speak kindly
- We listen
- We show respect

Eating in the hall

Children have designated times at lunchtime to play and time to eat in the hall. Children sit at tables in class groups and when they have finished, they wait to go outside or back to their classrooms.

Rewards

During Playtimes and lunchtimes, staff can reward the children with stickers. Children can also earn the following rewards -

Golden Table	Each week our lunchtime staff can nominate a table of children who have showcased amazing behaviour at lunchtimes. These children then get to sit on the Golden table the following week.
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	The table is specially decorated.
Westie Wow stickers	MDMS will give out Westie wow stickers to children at lunchtimes as described above.
Weekly Lunchtime award	Each week a child from each year group is awarded with the weekly lunchtime award for being polite and following the lunchtime rules. This is given out in our golden assembly.

Consequences

The Westlands Rules and lunchtime rules should be referred to throughout the school day to promote positive behaviour.

We accept that children can make negative choices during these unstructured times and when this happens children have 5 minutes reflection time at an appropriate location. Children will be given a yellow card to give to their class teacher and their name will be moved to down the ladder in the classroom.

MDMS record any incidents and then passes them over to the class teacher. If a MDMS needs support they use their radios to call for support from the lead MDMS or a member of class.

Where relevant, pupils will be given the opportunity to have a restorative conversation to help them take responsibility for their behaviour, understand the impact their choices have had on themselves and others and find ways to think of an alternative behaviour choice in the future. The conversation will take different forms depending on the age of the child.

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.

Alternative provision at lunchtimes

For children who find the lack of structure at lunchtimes challenging, a lunchtime club provision is in place to provide structured adult led activities in a calm setting. Some children may need to access this provision for other reasons that are rewarded on an individual basis, for instance a medical reason. Access to this club is monitored by SLT in coordination with teachers.

Code of conduct at lunchtime

Outside code of conduct at lunchtime	<ul style="list-style-type: none"> • We play nicely, '<u>If it's not fair, it's not fun</u>' • We know that '<u>Everyone has a right to a happy playtime</u>' • We speak to an adult straight away if something goes wrong • We use the equipment respectfully; we share and we help pack away • When one whistle is blown we stop and stand still • When the second whistle is blown, we walk to line up • We walk quietly in a single file through the school building • We give each other space and we stop at the stop signs
Inside code of conduct at lunchtime	<ul style="list-style-type: none"> • We wait patiently in a line when entering and leaving the hall and when queuing for our meal • We say please and thank you to others • We only talk when our mouth is empty • We use indoor voices to talk kindly • We sit nicely in our seat

	<ul style="list-style-type: none"> • We leave the table area tidy and clean • We put our hand up to let an adult know when we have finished • We stop, look and listen when we hear the bells
Lunchtime staff code of conduct	<ul style="list-style-type: none"> • We will use calm voices. • We will help you if you need it. • We will support you in learning good table manners. • We will help you keep the halls clean. • We will help you walk calmly around the school to keep lines together and safe. • We will encourage you to play fairly and learn games. • We will work with you and peer mediators if something goes wrong to make things right again.

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

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.

6. Routines and codes of conduct

At Westlands Primary School we recognise that set routines are especially helpful when working with young children and those that need extra support in regulating their behaviour.

Teachers have clear classroom-based routines that are initially taught. Teachers will have clear routines and expectations in place for;

- How pupils will enter/exit the classroom
- How pupils will put their coats and lunch bags away
- How pupils will transition from carpet to desk
- Procedures for needing the toilet or getting a drink of water
- What pupils are expected to do when they finish their work
- What pupils are expected to do if they have not finished their work
- What pupils are expected to do when the weather is wet at playtimes

School Arrival	<ul style="list-style-type: none"> • Upon entry to the classroom, coats and bags are put away quickly and quietly
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	<ul style="list-style-type: none"> • Purposeful Early Morning work is ready for children to engage in as they sit down • Children settle down quickly and quietly • Class teachers and Teaching Assistants are ready for the day, welcoming the children into school
School Departure	<ul style="list-style-type: none"> • Children sit at their tables or on the carpet with their belongings • Speak to SLT about the agreement for KS1 and KS2
After School clubs	<ul style="list-style-type: none"> • Children wait in their classrooms or the end of the dismissal line until all children are dismissed, children are then taken to the appropriate clubs by an adult from the class
Walking through the school	<ul style="list-style-type: none"> • Walking only throughout the school • Keep hands and feet to oneself • Walk through spaces quietly (as other children are learning and/ or teachers are working) • Walk on the left hand side of the corridor • Walk in a single file as a class in an order agreed by the teacher (where possible, an adult will be at the front of the line and an adult at the back of the line) • When walking around the school in groups/classes, children stop at the stop signals to regroup and then start walking again • Children are encouraged to hold doors open for other people as they walk through • Everybody says thank you to others
Assembly	<ul style="list-style-type: none"> • Prior to assembly, the site team put chairs and benches out for adults to sit on • Assembly presentations must be set up in advance by the person leading the assembly • Calm music is played upon arrival to the school hall • Teachers will arrive on time • Silence when children enter and leave the hall • Children are expected to sit quietly • Review the rules for assembly at the start of each assembly • All adults can reward children in the hall for good behaviour • Lead teacher will walk the class back to the classroom at the end of assembly • Children will leave the assembly hall in silence in a single file
Lunchtime Halls	<ul style="list-style-type: none"> • Children will wait patiently in a line when entering and leaving the hall and when queuing for their meal • Children say please and thank you to others • Children use indoor voices to talk kindly to children and adults • Children sit nicely in their seat • Children leave the table area tidy and clean • Children put their hand up to let an adult know when we have finished • Children stop, look and listen when they hear the bells
Playground	<ul style="list-style-type: none"> • All children will be encouraged to use the toilet before they go outside • Children are called to line up at the classroom door and are walked to the playground by an adult

	<ul style="list-style-type: none"> • At lunchtimes, MDMS set up their activities in advance • Adults on the playground give out westie stickers • At the end of playtime and lunchtime a whistle is blown and children have to stand still • Once all children are stood still and quietly a second whistle is then blown and children walk to line up and then walk silently back to their classroom • The class teacher/ lead teacher will collect the children from the playground or the school hall to take them back to their classroom
Toilets	<p>During Class time</p> <ul style="list-style-type: none"> • Each class will have toilet book and children will need to sign it when they go to the toilet • Only one child can go to the toilet at once <p>Breaktimes/Lunchtimes</p> <ul style="list-style-type: none"> • Children are encouraged to go to the toilet before they go out to play (to be built into the classroom routine) •
Speaking to others	<ul style="list-style-type: none"> • 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.

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.

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.

7. Educational Needs and Disabilities (SEND) and Vulnerable Individuals

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. Such records will be recorded by class teachers and when appropriate, by other staff members on Bromcom.

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.

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.

8. Risk Reduction Plans and Risk Assessments

- 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. This is included in our safeguarding overview and they are spoken about weekly in safeguarding meetings.

- 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 also allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

9. High Level Behaviour

Any child who has needed any of the above will need time to recover and calm down – they will need space and time. This is often not the correct time to explain to the child the mistakes they have made – this will need to happen later. They will need a safe place and the adult with them should look for signs that they are ready to communicate.

For some children who struggle with their main classroom and struggle to regulate we do offer a nurture classroom led by trained Thrive practitioners. This has a high level ratio of adults to children and the timetable in this room is tailored to meet the needs of the children.

They are taught their Core subjects in the morning with regular movement breaks as and when needed. Children access the same learning that they would in their classrooms, a tailored bespoke afternoon plan that incorporates the Thrive approach and its strategies is implemented in the afternoons to help these children build upon their social and emotional learning.

All children have their own workstations, individual visual timetables and individual reward systems. This room has a classroom Behaviour support plan that they follow. They use consistent positive reinforcements to build on positive behaviour instant consequences.

This may not be suitable for all children so it is based on the children's needs.

Children are integrated back into their own classes at a pace that suits them.

10. Positive Handling

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.

11. Suspensions and Permanent Exclusions

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

Lunchtime Suspensions

There will be times where a child may need to be excluded from lunchtimes. Parents are required to collect children at the start of lunchtime and return them to school at the end. This ensures that children do not miss any lesson time.

Internal Suspension (immediate collection by a Parent/ Carer)

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

Fixed-Term Suspension (immediate collection by a Parent/ Carer)

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 suspensions is kept and the governing body and local authority are informed each term.

Permanent Exclusion (immediate collection by a Parent/ Carer)

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.

12. Staff induction, Development and Support

All staff starting Westlands Primary School go through an induction process which includes support with our behaviour policy. Throughout the year there are identified opportunities for continuous professional development where staff will be upskilled with behaviour management techniques. Individual support is developed on a needs led basis and could, for example, result in additional training or peer support.

13. Pupil Transition (induction and re-induction into behaviour systems, rules and routines)

Supporting children through transition periods is vitally important in order for them to feel secure within school and to adapt any behaviours that may have been shown for the future. This will ultimately help them to learn from their experiences.

After any incident meetings are planned with parents and children to talk through what has happened, what needs to change and how each of the parties will work together to make this happen. The views of the child and parents are important to this process.

Review meetings are planned in regularly following incidents so that the child feels supported.

14. Child-On -Child abuse

Child on child abuse is not acceptable at Westlands Primary School and will not be tolerated. Please see page 36 of our safeguarding policy for more information.

15. Banned Items

The school refers to the DfE advice for searching, screening and confiscation, January 2018. The school may judge it to be necessary to construct a Risk Reduction Plan for identified children.

The following list of items are banned by the school and for which a search can be made:

- Sharp objects
- weapons, eg knives
- alcohol
- Drugs (any prescribed medication must be given by an adult to the office staff where a permission form will be completed by a parent/carer)
- stolen goods
- tobacco products, eg cigarettes
- vapes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

16. Behaviour incidents online

Online behaviour incidents can take place outside of school or in the school premises. This type of incident can be particularly distressing for pupils as they may feel they cannot escape from negative interactions, even when they are at home.

In the event of a behaviour incident online, we will follow the procedures set out in the Online Safety Policy and work alongside parents and other professionals if needed.

17. Mobile Phones

If children in year 5 and 6 walk to and from school by themselves, they are allowed to bring a mobile phone into school for safeguarding reasons.

Parents must fill out a form in the first instance to give permission for their child to have their phone at school and children must follow the following rules -

- Mobile phones are turned off
- Mobile phones can not be used within the school premises
- Mobile phones must be given to the class teacher and locked away for the day
- Mobile phones will only be given back to children outside of the school building on the playground

- It is parents responsibility for loss and breakages
- Children using their mobiles phones inappropriately in the school grounds will no longer be able to bring them into school

18. Behaviour outside school premises

We know that some behaviours can take place outside of the school premises between children. We try to encourage as much of these not to be brought into school as it can be particularly distressing for pupils. In the event of something affecting children in school that has happened outside of school, we would try to support the children in resolving a situation and put measures in place to ensure behaviours do not continue.

We would contact parents to alert them of incidents that have been brought to our attention and ask that you work with us to help resolve them.

Appendix 1 - Green Letter

Date

Dear Parents/Carers of _____

GREEN BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me because he/she made the wrong choice of behaviour. Please see below details of what happened before the incident and then your child's behaviour, which indicates they may need more practice in following the school rules.

What happened before the incident

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to. We have ensured that all pupils reflected on their behaviour and considered carefully what they could do differently if a similar situation should present itself in the future.

This is the first time this term we have had to write to you regarding your child's behaviour although a verbal warning has been given for prior unacceptable behaviour. We will therefore be monitoring his/her actions carefully and we will contact you if further matters arise. To help you, please find our rules below. We would appreciate if you could discuss the importance of these with your child:

At WPS we aim to be a star -

Safe

Trustworthy

Aspirational

Respectful

<u>Safe</u>	<u>Trustworthy</u>	<u>Aspirational</u>	<u>Respectful</u>
We keep ourselves and others safe at home, at school and online	We are upstanding members of the school and wider community We are honest, even if it is hard to be We are independent	We aim high and try our hardest all of the time We show positive behaviour that sets an example to others	We are respectful of others and our surroundings We show kindness and respect We respect others'

	<p>learners</p> <p>We are kind and help others</p> <p>We look after our friends, our peers, our school and our community</p> <p>We are fair</p>	<p>We have our own goals</p> <p>We think to the future</p> <p>We are proud of all that we do</p>	<p>views and opinions</p> <p>We are honest and truthful</p> <p>We always use kind hands, kind feet and kind words</p>
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Please do not hesitate to contact me if you have any queries. I greatly appreciate your continued support as Westlands Primary School commits to making the school a safe and happy environment for all pupils.

Yours sincerely

Class Teacher

Appendix 2 - Amber Letter

Date _____

Dear Parents/Carers of _____

AMBER BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me today because he/she made the wrong choice of behaviour. Please see below details of what happened before the incident and then your child's behaviour which indicates they may need more practice in following the school rules/code of conduct.

What happened before the incident:

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to. We have ensured that all pupils reflected on their behaviour and considered carefully what they could do differently if a similar situation should present itself in the future.

Following a Green Behaviour Letter sent to you earlier this term, your child's behaviour is now becoming a greater concern. It would be helpful if we could meet and talk about their behaviour jointly with the class teacher. We are therefore inviting you for a meeting on _____ at _____. Please contact the school office to confirm your attendance at this meeting.

I greatly appreciate your continued support as Westlands Primary School commits to making the school a safe and happy environment for all pupils.

Yours sincerely

Assistant Head or Lead Teacher

Appendix 3 - Red Letter

Date _____

Dear Parents/Carers of _____

RED BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me today because of unacceptable behaviour/extreme behaviour.

Please see below details of what happened before the incident and then your child's behaviour which indicates they may need more practice in following the school rules/code of conduct.

What happened before the incident:

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to.

Unfortunately, your child has continued to make the wrong choice of behaviours following the Green Behaviour Letter and the Amber Behaviour Letter that we sent previously. The following action(s) will now be taken:

Action(s) to be taken:

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continued support as Westlands Primary School commits to making the school a safe and happy environment for all pupils.

Yours sincerely

Deputy Headteacher / Head of School

Feelings Reflection

What happened?

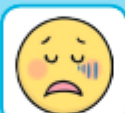
How did you feel?



stressed



upset



nervous



angry



worried



other

What can you do next time?

How do you feel now?



stressed



upset



nervous



angry



worried



other

Are you ready to return to the group?



Reflective Think Sheet



What happened? (Circle all the correct pictures)



wasn't following
instructions



talking



wasn't on task



was disrespectful/
silly



had a negative
attitude



distracted others



wasn't ready/
late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged
property



persistent
negative



was inappropriate



other

Want to tell us more?



What were you thinking?



Reflective Think Sheet



Trackit Lights

Who else has been affected

How might they be feeling? (Circle the correct feelings)



What could you have done differently?

How can we repair the damage?

