



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 / golden 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

## **The 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:**

- We are polite and listen to each other
- We are kind, truthful and helpful
- We do our best
- We care for our school environment
- We help everyone to learn

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 keep 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. All classes will display a chart which is used to monitor and reward good classroom behaviour. Staff will ensure that they seek out and reward positive behaviour using a range of strategies and resources:

- Stickers
- Westlands Pounds
- Bronze, silver, gold and platinum achievement certificates, for Maths
- Celebration assemblies
- Post cards sent home to acknowledge exceptional work
- Attendance certificates

Westlands Primary School has a strong focus on rewarding positive behaviour for learning. One way that this is promoted in the school is through the use of 'Westlands Pounds'. Every class has a behaviour ladder, arranged vertically. All children start each teaching session in the centre (Ready to Learn) and are rewarded with points for good behaviour for learning by moving up the steps to the top. When children reach the top they earn 3 Westlands Pounds. The consequence for poor behaviour choices is to move down the ladder. This will then incur an appropriate sanction, in-line with the behaviour observed (see appendix 2). Westlands Pounds are saved up over the course of a term until a spending afternoon is organised for children to choose how they wish to spend these.

## **Sanctions**

In each class an incident log is used to record behaviour. This log is checked regularly by the Pastoral Team. Any child who is not behaving appropriately in class will be reminded of the school/class rules, including the Code of Conduct. The Behaviour Ladder is used to support the sanctions issued (refer to appendix 2).

## **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, who will also help younger pupils to carry trays, etc. Pupils are encouraged to display good manners to each other. Wherever possible, Midday Meal Supervisors will praise good manners. In unfortunate cases of persistent poor behaviour, Midday Meal Supervisors should report the incidents to the Senior Supervisor.

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 (children should be issued with a toilet card from a designated adult)
- 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.

No unauthorised person is allowed into the playground. It is the responsibility of all teachers and Midday Meal Supervisors to approach any strangers in the playground and to ask them to report to the school office to obtain a visitor's badge.

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 successful lunchtime.

## **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
- Pastoral 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.

## **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
- Themselves or can be supported to an area to calm down

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

## **Lunchtime Behaviour**

The Westlands Rules should be referred to throughout the school day to promote positive behaviour. When children do not follow the rules, the Midday Meal Supervisor 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 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.

## **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 and British Values policies

## **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 Headteacher 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 Headteacher 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.

## Appendix 1 – Behaviour Ladder

All classes will display a vertical behaviour ladder:

Happy Face on Gold background  
Earn 3 Westlands Pound

Happy Face on Silver background  
Earn 2 Westlands Pound

Happy Face on Bronze background  
Earn 1 Westlands Pound

Class Name and picture of Class  
Teacher's choice to represent the  
class. All children begin here and  
show they are ready for learning.

Sad Face on Yellow background  
Sanction 1 applies

Sad Face on Orange background  
Sanction 2 applies

Sad Face on Red background  
Sanction 3 applies

## Appendix 2: Examples of Behaviour and Sanctions

Level	1	2	3
Examples of behaviours		Persistent repeated level 1 behaviours (i.e. more than 2 or 3 times in a term with previous incidents recorded in the incident log and class teacher discussions already had with parents).	Persistent repeated level 2 behaviours (i.e. more than 2 or 3 times in a term with previous incidents recorded in the incident log and CT/SLT discussions with parents already)
	Throwing items in the classroom e.g. paper Minor damage to property e.g. a broken ruler	Misuse of school property including toilets Graffiti (this includes writing on others' work)	Deliberate damage to school property e.g. furniture thrown
	Not following uniform policy		
	Encouraging others to make wrong choices Making a situation worse by involving others and circulating mis-information (stirring) or by being a bystander or joining in rather than reporting to an adult		
	Being unkind by preventing others from joining in (without justified reason)	Bullying	Repeated Bullying
	Verbal unkindness to another	Verbal insults which belittle the victim	Racism
	Rough play which does not result in injury	Physically hurting peers through rough play	Intentional assault on any person
	Invading other's personal space (e.g. looking over toilet door**) Exposing private body parts**	Exposing others' private body parts e.g. lifting a skirt, pulling down trousers deliberately**	
	Refusing to comply but then reengaged	Non compliance (following attempts by staff to reengage)	
	Swearing indirectly (e.g. exclamation after falling over)	Swearing directly at someone	

	Not telling truth first time	Not telling the truth (having reminded pupil of the importance of doing so)	
		Spitting at someone	
	Calling out / talking over others following reminder Talking during learning time	Continued disruption	
	Taking something from another child without asking (but not concealing it)	Minor theft*	Major theft* (items of higher monetary value)
			Absconding from given boundaries
Consequences	Reminder (stay in middle)  Verbal warning (move once down the ladder)  Moved within class (move twice down the ladder, as to incident log)  Time out in another classroom – parents informed by class teacher and CT put in incident log (move three times down the ladder)	Sent to Phase Leader  Being put on fixed term report may be an intervention used at this point to support pupil with closer monitoring.  Class Teacher informs parents of incident. Parents may be asked to meet with staff to discuss further support.	Sent to Pastoral, who will update/inform SLT. Parents will then be informed of incident. If this course of action isn't enough to modify the behaviour, school may ask to meet with parents to discuss further support from outside agencies including specialist teacher service. As a last resort, or in an extreme situation, fixed term or permanent exclusion may also be applied.

NB: staff may also give out Westlands Pounds for good work however this does not affect movement on behaviour chart in any way.

