



## WESTHOUSES PRIMARY SCHOOL

### BEHAVIOUR POLICY

#### Revision History

| REVISION | DATE       | NAME            | DESCRIPTION   |
|----------|------------|-----------------|---|
| 2.0      | 23.06.2021 | Juliette Whitby |   |
|          | 04.07.22   | Juliette Whitby |   |
| 3.0      | 05.10.22   | Juliette Whitby | Searching, Screening and Confiscation section added                                   |
| 4.0      | 20.09.2023 | Juliette Whitby |   |
| 5.0      | 24.10.2023 | Juliette Whitby | Inclusion of protected characteristics  |
| 6.0      | 04.10.2024 | Juliette Whitby |   |
| 7.0      | 08.01.2026 | Amy Flint       | Changes made in line with new child friendly behaviour policy written by pupil voice. |

#### Approval History

| REVISION | APPROVAL DATE | APPROVED BY  | SIGNED |
|----------|---------------|--------------|--------|
| 2.0      | 15.07.2021    | Simon Taylor | N/A    |
| 3.0      | 05.10.2022    | Simon Taylor | N/A    |

*Welcoming, Hardworking, Positive, Supportive*

|     |            |              |     |
|-----|------------|--------------|-----|
| 4.0 | 10.10.2023 | Simon Taylor | N/A |
| 6.0 | 08.10.24   | Simon Taylor | N/A |
| 7.0 | 27.01.2026 | Simon Taylor | N/A |

Review date: 08.01.2027

Westhouses Primary School is committed to encouraging the best standards of behaviour at all times; both within and outside the school (school visits, swimming etc.). Our vision of being a 'Welcoming, Hardworking, Positive and Supportive' school should be evident through everything we do and in how we manage behaviour in the school.

Our primary aims are that every member of the school community feels valued and respected, and that each person is treated fairly and well in an environment where everyone feels happy, safe and secure. This policy encourages children to become positive, caring individuals, responsible for their own actions and increasingly independent members of the school community. It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

The Equality Act 2010, identifies the 'protected characteristics' as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Westhouses, we have a well-considered approach to protected characteristics, in order to:

- eliminate discrimination, harassment, victimisation
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our policy and approach to behaviour management support this.

**School Values:**

At the heart of our community

- Family: A friendly atmosphere where everyone can feel confident and happy.
- Inspiring: Encouraging a love of learning, which inspires and challenges children to achieve.

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- Supportive: Appreciating children as individuals whilst listening and supporting their needs with care and respect.
- Creative: Engaging children through a creative curriculum to become independent learners.
- Inclusive: Everyone is valued in our school. No one is the same, but everyone is equal.

### **The school rules are as follows:**

- Be kind, polite and help others.
- Respect others and their property.
- Be honest and take responsibility for your own actions.
- Always be ready to learn and work hard.
- Keep your hands and feet to yourself

Also see the list of learning attitudes and desired behaviours agreed by the school council. These will be referred to when determining which children should have Superbands (see section on Superbands).

### **The aims of this policy are:**

- To create an environment that encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response in dealing with behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

### **The role of the adult**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we will:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability, disability or other protected characteristic
- Show appreciation of the efforts and contribution of all

## **Classroom Management**

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **Rewards**

At Westhouses Primary School the emphasis is on rewarding good behaviour, amongst other achievements in many different ways. Each class and teacher may have their own focus or reward for the children, such as stickers or stamps. As a school we also operate the following rewards systems which centre on earning dojo points using Class Dojo, which can be given for good work or behaviour, or to acknowledge outstanding effort, or acts of kindness.

### **Star of the Week Awards**

These are awarded on a weekly basis to two children in each class who have worked hard or achieved something special. Each child receives a Star of the Week badge and also their parents are invited to the celebration assembly to see their child receive their award.

### **Dojo Certificates and Prizes**

These are awarded to children who earn a number of dojo points, e.g. 100, 200, 300 etc. KS2 have chosen to have lanyards to collect star badges as an alternative as they felt that this was a more age-appropriate reward.

### **Raffle Tickets**

Each class teacher can reward children with a raffle ticket for particularly good work or behaviour. This enters the child into the weekly chance draw. Two tickets are drawn from each class during the celebration assembly, and the winners will have refreshments with the Headteacher.

### **Superbands**

At the end of each half term a list of children is agreed by **all** staff (midday supervisors, office staff etc.) These children have to have shown consistently good attitudes to learning and excellent behaviour (listed in appendix A agreed by the school council). These children receive a Superband which allows them to access all areas of the school during breaks whilst they are wearing it. Children who break the trust given will lose their Superband.

### **Celebration Assemblies**

These take place on a Friday, and children receive any certificates and rewards. Parents of Star of the Week and Superbands are invited. School has a trophy assembly at the end of the academic year.

Each class and teacher may also have their own focus or reward system for the children in addition to those listed above, such as stickers or prizes.

## **Sanctions**

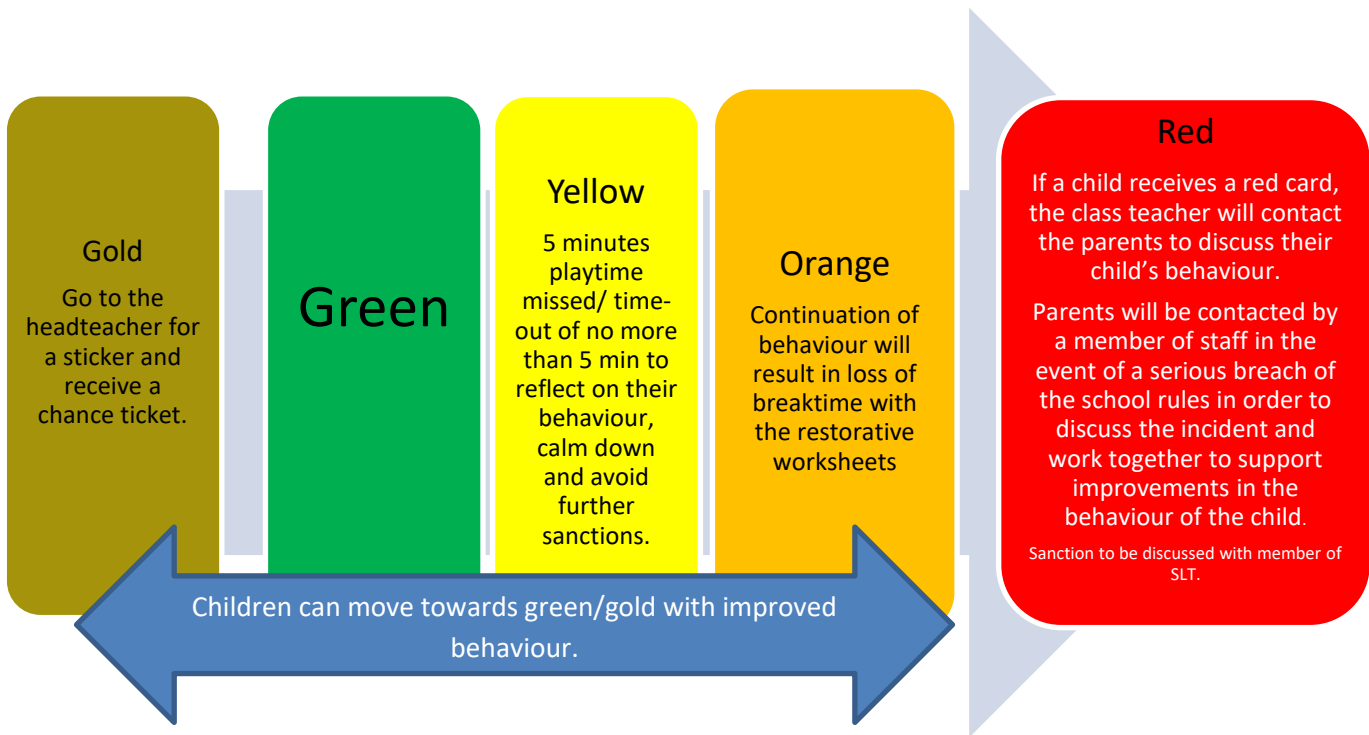
Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. At Westhouses Primary School we use the following approach.

1. The supervising adult will give a verbal reminder of the rule(s) broken.
2. If the behaviour continues, this will result in 5 minutes playtime lost.
3. Continuation of behaviour will result in loss of breaktime with the restorative worksheets (found in each classroom)
4. If this behaviour continues children will be sent to the Headteacher or a different class teacher. Any behaviour needing an instant 'red card' (see list) *must* be referred to the member of the SLT on duty for full investigation.
5. Midday supervisor(s) will report any lower-level concerns to the appropriate class teacher, by speaking directly with the teacher, at the end of the lunchtime period to ensure continuity.
6. The MDS team will discuss incidents at the end of each session and inform other members of the MDS team who may not have been working that day.

If a child receives a 'red card', the class teacher *will* inform the parents to discuss their child's behaviour either by phone or in person when they are collected at the end of the school day. All such incidents will be communicated to parents within 2 school days.

Parents *will be* contacted by a member of staff in the event of a serious breach of the school rules in order to discuss the incident and work together to support improvements in the behaviour of the child.

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Instant Red Zone Offences

|   |                   |
|---|-------------------|
| Acts of aggression towards others (physical or verbal)          | Fighting          |
| Threatening displays of temper                                  | Verbal aggression |
| Throwing items at other children/adults in an aggressive manner | Swearing          |
| Damaging or taking other people's property                      | Spitting          |

***Every new day is a fresh start.***

**Pupils with behaviour as a special educational need**

For some pupils for whom behaviour is a special educational need an adapted system to the above may need to be put in place. This could consist of steps between each of the levels. Children with behaviour as a SEN will normally have a Behaviour Plan/IEP written in conjunction with the SENDCO.

**Additional support away from the classroom**

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Despite all of the above being put into place a small percentage of children may still have behavioural difficulties. For these children additional interventions will be needed. These may include:

- The writing of a behaviour plan in collaboration with the SENCO
- Positive play strategies
- Additional teaching assistant time
- Support through the Inclusion Support Advisory Service
- Provision through Inclusion funding plan or EHCP

### **Communication and Parental Partnership**

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. All parents sign a home school agreement when their child starts at Westhouses Primary School so that school and home can work together to support the pupils.

### **Fixed term exclusion**

Where the Headteacher feels that the discipline issue is so severe that time in internal exclusions would not be appropriate he/she has the discretion to issue fixed-term exclusion. The majority of fixed term exclusions will be served at home. Work will be set by the school whilst the child is excluded.

### **Exclusion protocols**

The Headteacher will complete the following paperwork for all external exclusions:

- LA form outlining exclusion
- Letter to parents outlining length of exclusion
- Inform any agencies working with the pupil
- Discuss/inform the Chair of Governors
- Copy exclusion form to the Director of Children and Younger Adults - file a copy in the child's school folder
- Liaise with the child's class teacher to set work for the period of the exclusion

### **Reintegration from exclusion**

Children returning from exclusion will be brought back to school by their parents to meet with the Headteacher. At this meeting the child's behaviour contract and or plan will be discussed/developed.

### **Permanent Exclusion**

The Headteacher will exercise his/her duty to permanently exclude a pupil when he/she feels that:

- The safety of other pupils / adults can no longer be assured; and /or
- The pupil is continually affecting the education of others; and / or
- The school has exhausted all measures to try and improve the pupil's behaviour; and
- The pupil has seriously breached the school's behaviour policy

The school will follow DfE guidance on permanently excluding pupils.

## **Bullying**

At Westhouses Primary School, we consider bullying to be persistent, threatening behaviour. This behaviour can be physical, psychological, social or verbal. This includes both cyber bullying, prejudice-based and anti-discriminatory bullying. As a school, we also recognise and understand that not all inappropriate behaviour is bullying. As a Staff, we are committed to ensuring that the children in our care are provided with a safe, caring environment throughout the school day. We will not tolerate any form of bullying whatsoever and will ensure that children are provided with the strategies to take responsibility for their own action. (also see Anti-Bullying Policy)

## **Searching, Screening and Confiscation**

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscations powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Only the Headteacher and Senior Leadership Team have a statutory power to search a pupil of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. These prohibited items are;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence or to cause personal injury to, or damage property of; any person (including the pupil)
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images

The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted. The authorised member of staff will make an assessment of how urgent the need for a search is and consider the risk to other pupils and staff. Any searches of possessions will be conducted away from other pupils and on school premises. There will be two members of authorised staff present (Senior Leaders) and the pupil. Parents will be informed if a search of possessions has occurred and any follow up actions, including potential sanctions.

Any search of possessions by a member of staff will be recorded on the school's safeguarding system. If evidence is found that is harmful to the pupil, other pupils or staff, the pupils' parents will be informed and possibly children's social care and/or the police depending upon the nature of the incident.

**No member of staff will carry out a body or strip search. If in the rare circumstance this is required, the police and pupil's parents will be informed. No search will take place without a parent being present with the police.**

## **Home and School working together**

Any parents who are concerned about their own child's behaviour or that of another child should:

- Contact the child's class teacher immediately and maintain contact at the school's request.
- Make an appointment with the Headteacher to discuss the matter if concerns continue.
- Support the school in its efforts to promote positive behaviour.
- Discuss and celebrate all positive behaviour in school and reward accordingly (we strongly believe that money or expensive gifts should not form part of this reward).
- Discuss negative behaviour with their child and its consequences for all concerned.
- Apply appropriate sanctions at home e.g. withdrawal of privileges.
- The Headteacher/ SLT keep records of all reported incidents of serious misbehaviour (File held in Headteacher's office or on the CPOMs system)

## **Success Criteria**

The Behaviour Policy will be operating well when:

- There is a happy atmosphere in which everyone has the opportunity to do their best.
- Everyone shows respect for themselves, each other, property and the environment.
- Everyone co-operates with everyone else in a polite, considerate and helpful manner.
- There are equal opportunities for all.

Policies to read in conjunction with the Behaviour Policy

Anti-bullying Policy

Equality and Diversity Policy

Child Friendly Behaviour Policy

Appendix 1

|                  | <b>Non-negotiables</b>   | <b>Superband Qualities</b>   |
|------------------|--|--|
| <b>Learning</b>  | <p>I come into class quickly and quietly and settle down.</p> <p>I always listen and can explain what I am learning.</p> <p>I am an independent learner and have strategies to get unstuck.</p> <p>I am organised and ready to learn.</p> <p>I respond to my next steps and use feedback to improve my work.</p> <p>I always take pride in my work.</p> <p>I take responsibility for my learning.</p> <p>I hand my homework in on time.</p> <p>I don't give up when I find something hard.</p> <p>I contribute to every lesson and stay on task.</p> | <p>I can recall and address areas for improvement and success criteria.</p> <p>I challenge myself to exceed targets.</p> <p>I am a good role model for others.</p> <p>I am <b>always</b> ready to learn and organised.</p> <p>I take a risk and try new or challenging things.</p> |
| <b>Behaviour</b> | <p>I follow the School Rules.</p> <p>I follow the Dining Hall Rules.</p>   | <p>I <b>always</b> encourage others and am respectful of their views and wishes.</p> <p>I take on a wider role successfully and reliably e.g. server/monitor.</p>  |

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|   |  |
|---|--|
| I have the confidence to say when I am finding something difficult. | I actively encourage others to join in games.                              |
| I respect other people and their opinions.                          | I make sure the table is clean and tidy and any dropped food is picked up. |
| I am mature and sensible in and around the school.                  | I help others who have a problem.  |
| I work and play co-operatively.                                     |  |

## **Appendix 2**

### **Classroom organisation strategies**

1. Are you always prompt and punctual?
2. Do you have procedures for:
  - a. Coming in and going out from the class
  - b. Registration
  - c. Movement around the classroom
  - d. Using, sharing, collecting and storing books and equipment
  - e. Attracting the teachers' attention
  - f. What children should do when a piece of work is finished
  - g. Tidying up at the end of a lesson
  - h. Wet playtimes
  - i. Fruit and water
3. Does your overall organisation allow flexibility and encourage the children to be independent?
4. School rules, are they displayed? (Are they referred to and discussed on a regular basis?)
5. Do the children know where they may and may not go?
6. Are the children aware of what they may and may not use?
7. Do the children know what you expect of them?
8. Do you frequently remind the children of routines used in the class and school in general?
9. Do the children have a class timetable to follow? Do they have an idea of how the day is structured?

### **Strategies for the movement of children around school**

1. Do you have a sensible child designated to lead the line, stopping sensibly as appropriate or as directed by the teacher?
2. Have you considered strategies for moving around school e.g. having a line order, or list where the children know positions in the line?
3. Are the children supervised in classrooms and corridor areas adequately?

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4. Are the children led to the playground and received from the playgrounds in an orderly supervised manner, before and after school, end of breaks, dinnertime?
5. Do you support each other as staff to ensure orderly behaviour in and around the building?
6. Children sent on errands should be sent in pairs. They hopefully will modify each others' behaviour. This is also an important safety point.
7. Do you ensure that certain combinations of children do not sit together in assemblies or when lining up? If the opportunity to fuss and distract are removed before hand it alleviates potential poor behaviour situations later.