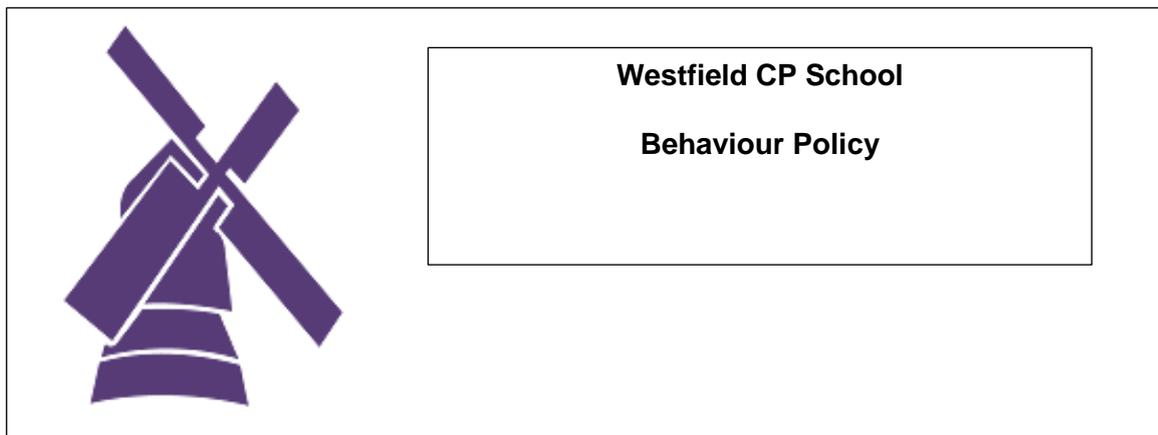


Westfield takes steps to make sure that children are ready to learn and enjoy life.



Policy Review

This policy will be reviewed by the Governing Body according to the policy cycle review.

The policy was last reviewed and agreed by the Governing Body on 1st October 2019.

It is due for review November 2020.

Headteacher

Date:- October 2019

Chair of Governors

Date:- October 2019

This policy is to be used alongside the school's Step On Training, Physical Intervention policy, Anti-bullying policy, SRE policy, Child Protection policy and SEND policy.

WESTFIELD COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. This policy is founded on the principle that pupils need to be treated with equity rather than equality, treating everyone the same will not lead to pupils receiving what they need.

To ensure this policy is put into practice and becomes embedded all staff have received Hertfordshire steps training and mental health awareness training, led by its Steps tutors.

Mr Bowden and Mrs Rogers.

Mr Bowden and Mrs Tigwell are the school's Mental Health leads.

At Westfield we aim for all our pupils to be ready to learn.

We achieve this by:

- Teaching children to understand the world in which we live and the interdependence of individuals and groups
- Promoting learning behaviours and attitudes
- Encouraging respect for each other
- Promoting positive mental health
- Helping children understand, acknowledge and regulate their emotions
- Using a therapeutic approach to support children

At Westfield, we believe in mutual knowledge and respect founded on positive mental health. Positive mental health is created, from birth, through positive attachments and experiences that create positive feelings and emotions leading to pro-social behaviours. We provide a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with a highly consistent consequence system.

Westfield takes steps to make sure that children are ready to learn and enjoy life.

Promoting positive mental health and Pro-social behaviour in pupils

Examples of pro-social experiences are: playing with friends; being listened to; collaborative learning; knowing that it is OK to make mistakes; sharing positive personal experiences; clubs; singing / music / drama; praise / rewards; trips and residential; feeling safe.

School has a strong sense of the importance of attachment and staff understand attachment theory.

Our mental health is about how we feel, think and behave:

- how we cope with the ups and downs of everyday life;
- how we feel about ourselves and our life;
- how we see ourselves and our future;
- how stress affects us;
- how we deal with negative things that happen in our life;
- our self-esteem or confidence.

To ensure that we care for the mental health of our pupils, we focus firstly on the well-being of staff so they are best placed to:

- Proactively engage with families, outside agencies and the community to promote consistent support for pupil health and well-being;
- warmly welcome pupils and parents each day at the school gate;
- warmly welcome pupil into their classroom;
- check how pupils are feeling at the start, end and different parts of the school day (see appendix 4);
- provide maximum consistency for our pupils;
- support pupils to build relationships with each other and school staff;
- praise pupils in many forms;
- teach pupils about mental wellbeing through the PSHE curriculum including the use of the 'Jigsaw' programme.

Recognising mental ill-health and Anti-social behaviour in pupils

It is not unusual for children to display anti-social behaviour when testing boundaries. Anti-social behaviour is usually a way communicating a need for an individual. Positive feedback will have a great emphasis in achieving pro-social (positive) behaviour, but it must be recognised that consequences will be given when boundaries are tested and anti-social behaviour is displayed. We seek to understand what leads to pro-social and anti-social behaviour and work with external support where needed. Behaviour incidents are logged, analysed and appropriate responses are implemented.

If we suspect a pupil has a mental health need, we use the graduated response process (assess-plan-do review) to put support in place. Identification of needs includes the use of measurement tools, such as the Strengths and Difficulties Questionnaire (SDQ) and the Boxall Profile.

Supporting pupils displaying anti-social behaviour

A variety of strategies are used to support children when they are having difficulty making the right choices, as the reasons for these behaviour choices are variable:

- If a child is in crisis (angry or upset), we provide space for the child to calm down before addressing the problem. This includes using positive phrasing and limited choices (de-escalation - Appendix 1). If a child exhibits crisis behaviour on more than one occasion, we map the anxieties to understand what is making the child anxious;
- Listening and talking to the child and making sure as far as possible that a fair picture of their problem is

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established;

- Discuss positive ways in which they could have acted using the “Reflect, Repair and Restore” approach (see Appendix 2). This will include revisiting the experience with the child when they are calm, relaxed and reflective. This will help the child to understand that there are consequences to their actions. It is very important to consider safeguarding the child’s emotional well-being and help them to reflect and progress throughout this process.

Westfield takes steps to make sure that children are ready to learn and enjoy life.

Consequences

There are both protective and educational consequences. Protective consequences are used to ensure that the child neither hurts themselves nor others. Educational consequences are used to ensure that the child understands their behaviour and makes steps to making better choices in the future.

Protective consequences:

- Increased staff ratio;
- Limited access to outside space;
- Escorted in social situations;
- Changing teaching space;
- Seclusion;
- Exclusion.

Staff follow the school's behaviour flowcharts which focus on protective consequences (see appendix 3).

Educational consequences:

- Completing tasks;
- Assisting with repairs;
- Educational opportunities;
- Conversation;
- Exploration.

Racial Harassment and Bullying

Incidents of bullying or racial harassment are considered very serious. School policy and County Guidelines will be followed in such situations.

Managing Behavioural Needs

Children are recognised as individuals and we accept that personal circumstances may affect their behaviour. In these circumstances, we are understanding but consistent in our expectations. Pupils with additional behaviour needs will have 'Risk Reduction' plans, a 'Roots and Fruits' document and anxiety maps (which are completed for them by class adults). The school will make appropriate use of referral procedures and work collaboratively with external agencies to provide behavioural support when required in line with DSPL4's Flow chart (see appendix 5).

Westfield takes steps to make sure that children are ready to learn and enjoy life.

Confiscation of inappropriate items

There is legal provision which enables school staff to confiscate items from pupils. The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4 DfE (2016)) ‘*Behaviour and discipline in schools*’ enables a member of staff to confiscate and retain a pupil’s property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Behaviour outside the school gates

The school’s expectations apply when the child is on school premises outside the school in certain situations when the pupil is under the lawful control of a member of staff:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in any way identifiable as a pupil at the school.

Monitoring

All incidents are recorded in behaviour logs which are monitored by SLT and the Governing Body. Staff will be informed of any behaviour related concerns as they arise and will share in any ‘Risk Reduction’ plans that are created. ‘Risk Reduction’ plans will be reviewed with parents and outside agencies within an agreed period .The Headteacher will report any incident involving racial harassment to the Governing Body.

The Governing Body will review this policy annually.

Westfield takes steps to make sure that children are ready to learn and enjoy life.

WESTFIELD CP SCHOOL GOVERNING BODY EXCLUSION POLICY

The school will follow all guidance outlined in *DfE (2017) Exclusion from maintained schools, academies and pupil referral units in England*

When a pupil displays repeated antisocial behaviour there is a need to intervene promptly and effectively in order to keep the pupil within school wherever possible and to avoid exclusion. Recognition of pupils' difficulties will already be supported by a Risk Reduction Plan. A Pastoral Support Plan may also be drawn up in consultation with parents/carer and the pupil concerned. The pupil will have the opportunity to express his/her view or versions of events. Exclusion may be a consequence used by the Headteacher in response to serious breaches of the school's behaviour policy. The Chair of Governors will be informed of any child being excluded.

Fixed Period Exclusion

A fixed period of between one and a maximum of forty-five school days in any one school year may be imposed. If a pupil is excluded, arrangements will be made for the school to provide and mark work during this time.

Behaviour that may lead to a fixed period of exclusion:

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

When the pupil returns to school after a fixed period of exclusion, a reintegration meeting will be held with the pupil, parents and headteacher.

Permanent Exclusion

Permanent exclusion is the final sanction open to the school. Before the Headteacher, in consultation with the chair of governors, decides that permanent exclusion is to be used, they will need to demonstrate:

- That all reasonable alternative strategies have been considered;
- That to allow the pupil to remain in school would be detrimental to the education or welfare of themselves, other pupils or other members of the school community.

The Headteacher will discuss any move to permanent exclusion with the Chair of Governors. It is expected that in all cases parents or carers will have already been widely consulted with regards to their child's behaviour and they will have received an indication that permanent exclusion is a real possibility.

Permanent exclusion may be used by the Headteacher for a one-off incident if he considers it to be of an extreme nature.

Signed _____ (Chair of Governing Body)

Westfield takes steps to make sure that children are ready to learn and enjoy life.

Review Date

Policy Agreed by the Governing Body on _____

Appendix 1

De-escalation script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Appendix 2

Reflect, Restore, Repair

How are you feeling now?

How did / do you feel?

How can we make it better?

What do you think about what went wrong?

What should happen now?

What choices can you make next time?

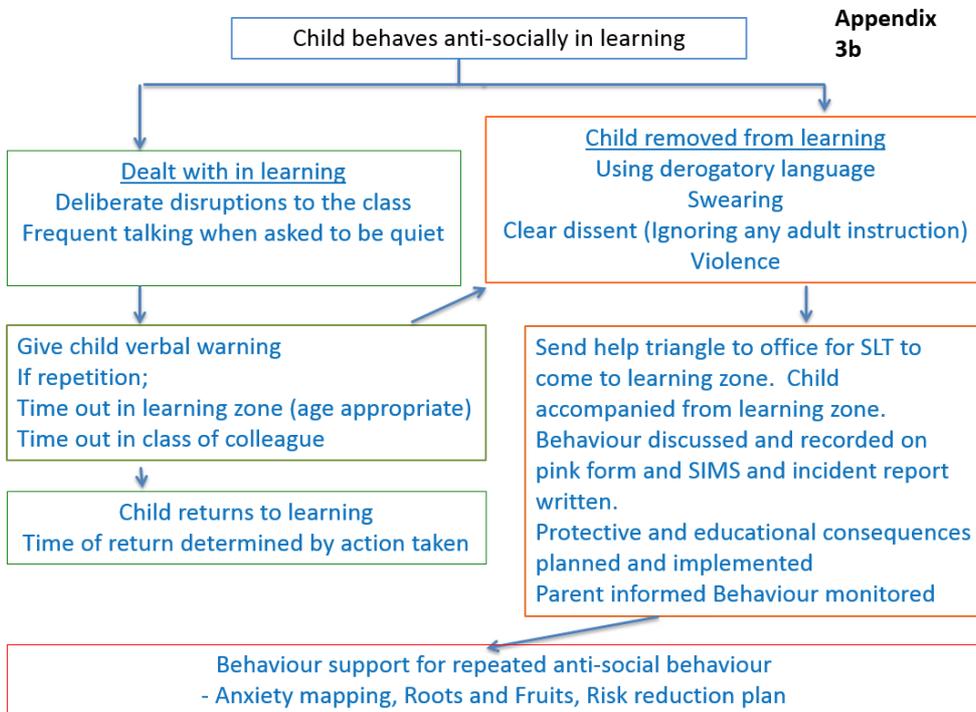
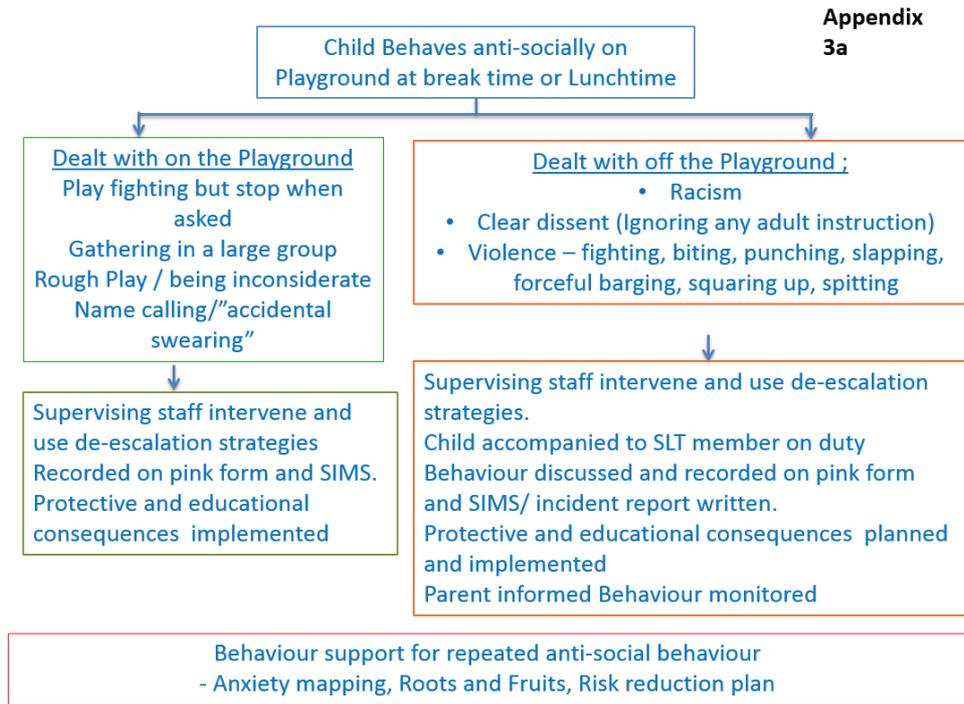
How do you think the other person felt?

Circle of friends

What do you think the consequences should be?

Restoring relationships – adult supporting with child / children affected.

Appendix 3
Behaviour flowcharts



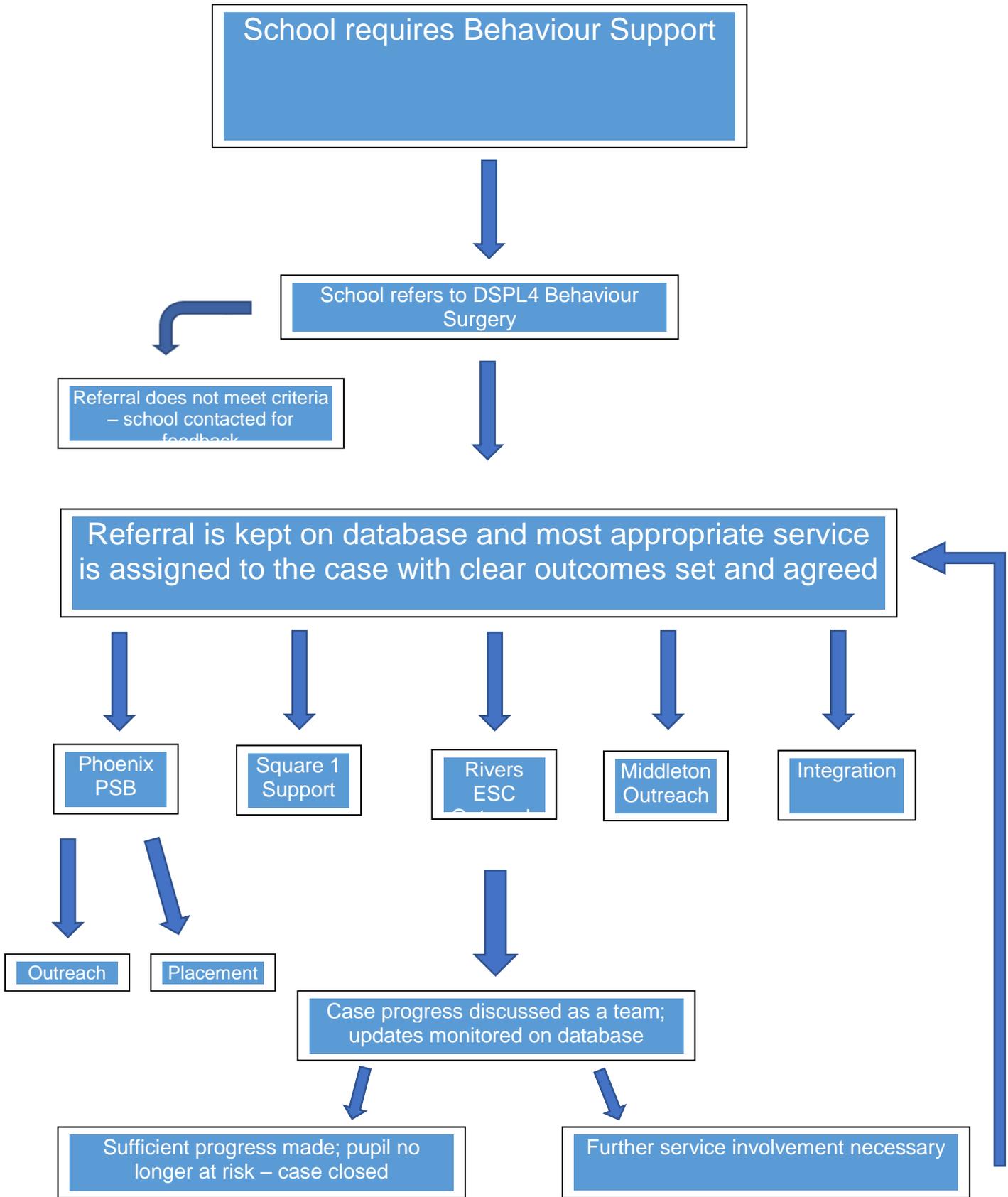
Appendix 4:
Check – in board

Feelings check board

Emoji	How I feel	Number
	Feeling happy - things are going well.	1
	Feeling fine - everything is OK.	2
	Feeling anxious - something is bothering me.	3
	Feeling angry - I need to calm down.	4
	Feeling like I'm going to explode - I need help to calm down.	5

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Appendix 5:
DSPL4 Behaviour support



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