



**Westfield CP School**

**Behaviour Policy**

### **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 27<sup>th</sup> November 2018.

It is due for review November 2020.

Headteacher

A handwritten signature in black ink, appearing to be 'J. R.', written in a cursive style.

Date:- December 2018

Chair of Governors

A handwritten signature in black ink, appearing to be 'Hewins', written in a cursive style.

Date:- December 2018

**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.”**

**At Westfield we aim...**

- to teach children to understand the world in which we live and the interdependence of individuals and groups
- to encourage respect for others
- to help children regulate their emotions
- to use a therapeutic approach to support children.

At Westfield, we believe in mutual knowledge and respect. Problems are normal where children are testing boundaries. Positive feedback will have a great emphasis in achieving acceptable behaviour, but it must be recognised that consequences will be given when boundaries are tested. At all times, we seek to work in partnership with the child and their parents to resolve issues.

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

Westfield's Equality Policy sets out the objective to achieve "Rights respecting status" and consequently we have adopted the Three Rights of:

- **Right to Respect**
- **Right to Learn**
- **Right to Safety**

These rights underpin our equality objective of being a rights respecting school.

### **Promoting Positive Behaviour – Pro-social behaviour.**

- Jigsaw is used as a whole-school approach to promote positive behaviour, develop social skills and co-operation.
- Teachers reinforce positive behaviour in the classroom through the use of praise, house points and class specific rewards.
- All teachers use a stepped approach to promoting positive behaviour whereby children know what excellence looks like and how to get there.
- Children who maintain the Three Rights will receive a reward at the end of each term. Exceptional positivity will receive further recognition.
- The Headteacher selects one child from each year group every week, from the themed area to have their name in the Golden Book. The children's names are read out in Friday's assembly and they come to the front for congratulations from the school. Their names are included on the newsletter.
- Friday's 'Achievement' assembly is also used to promote good attendance in school. Certificates are also given for individual achievements and excellent behaviour including good manners.
- At the end of every half term Teaching Assistants may reward children who have displayed positive behaviour with a certificate.
- Positive behaviour at lunchtime is promoted through the use of lunchtime raffle tickets. Tickets are drawn at the end of each term and one child per class is rewarded with a prize.
- Lunch time staff give termly certificates for lunchtime positive behaviour.

### **Problem solving**

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), providing 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 would seek to 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 established.

- Reminding the child of the 3 Rights and discussing 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.

## **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 4 and 5).

Educational consequences:

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

## **Racial Harassment and Bullying**

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

## **Special 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. SEN pupils may have behaviour support plans including root and fruits, anxiety mapping and reduction plans in place (where appropriate) – these will be advised by the school’s SENCo in conjunction with the Headship Team. The school will make appropriate use of referral procedures and work collaboratively with external agencies to provide behavioural support when required.

## **Confiscation of inappropriate items**

There is legal provision which enable 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, retain or dispose of a pupil’s property as a punishment, 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 or

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

The school expectations apply only when the pupil is under the lawful control of a member of staff.

## **Monitoring**

- All incidents are recorded in the class behaviour book. The Headteacher checks them weekly.
- Staff will be informed of any behaviour related problems as they arise and will share in any behaviour plans that are created.
- Behaviour support plans will be reviewed with parents and outside agencies within an agreed period.

- The Chair of Governors will be informed of any child being excluded.
- The Headteacher will report any incident involving racial harassment to the Governing Body.
- The Governing Body will review this policy annually.

## 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*

Exclusion is a disciplinary sanction that the Headteacher will use only in response to serious breaches of the school's behaviour policy. When a pupil fails to comply with the Behaviour policy there is need to intervene promptly and effectively in order to keep the pupil within school wherever possible and to avoid the ultimate sanction of permanent exclusion. Recognition of pupils' difficulties will be supported by a Pastoral Support Plan, which will be drawn up in consultation with parents/Carer and the pupil concerned. In the interests of fairness, the pupil will have opportunity to express his/her view or versions of events. Arrangements will be made for the school to provide and mark work during periods of exclusion.

### 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. It is likely to be recommended as a sanction for a breach of the school's Behaviour Policy.

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
MA	Malicious allegation 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

## **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, he 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.

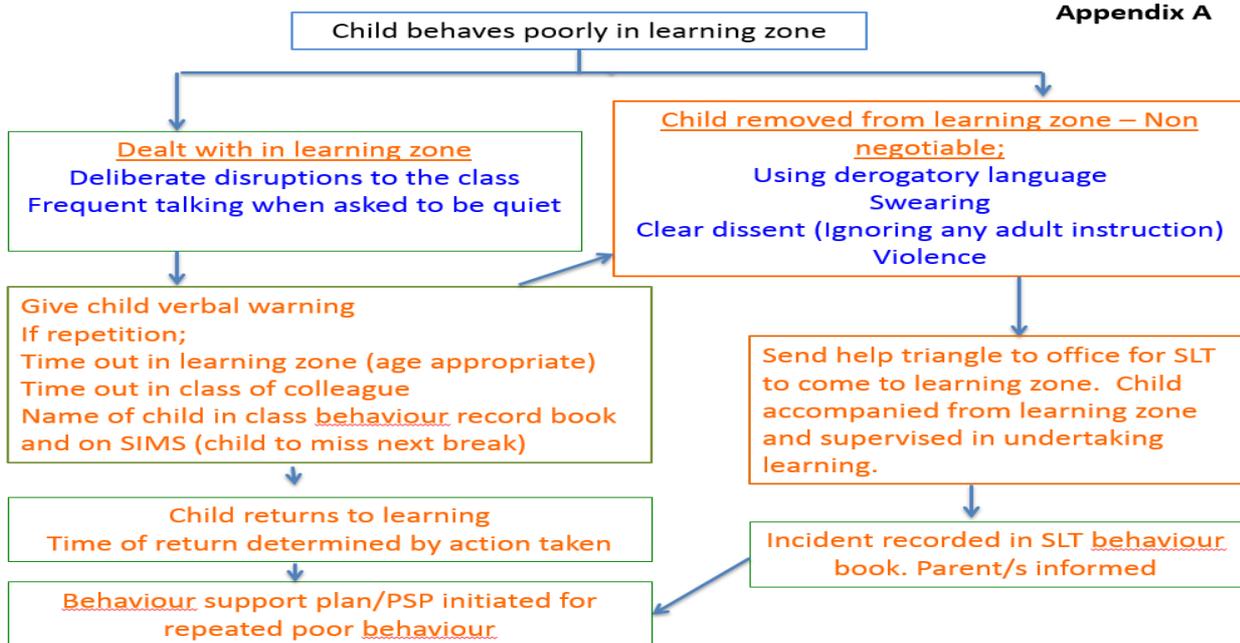
Permanent exclusion may be used by the Headteacher for a one-off incident if he considers it to be of an extreme nature.

**Signed** \_\_\_\_\_ **(Chair of Governing Body)**

**Review Date**

**Policy Agreed by the Governing Body on** \_\_\_\_\_

**Appendix A**



**Appendix B**

