

**Westfield Primary School**



**Behaviour**

**Date Adopted: March 2022**

**Chair of Governors: Mrs L Farrow**

**Signed:**

**Headteacher: Miss S Pope**

**Signed:**

**Review Date: September 2024**

<b>Previous Version</b>	<b>September 2022</b>
<b>Changes Made</b>	Updated this with our 'I am's' Covid changes removed Changes highlighted in yellow

## Overview

The paramount aim of Westfield Primary School is to provide an experience of a nurturing community which is established in a spirit of equality, mutual trust and co-operation. We aim to create a safe, secure and happy environment, safe in the knowledge that everyone is valued and respected for their uniqueness. The sharing of common goals is essential to the well-being of our school family and to the fulfilment of the high aspirations we have for all our pupils.

In our School we have 3 rules that are applied consistently and equitably in all situations, they are:

**1. I am ready**

**2. I am respectful**

**3. I am safe**

We meet and greet all of the children each morning as they come into school with a handshake and a smile. We share in each-others' successes and celebrate achievements by the use of praise, rewards, stickers, super-star assemblies, texts/notes/postcards home to parents.

We minimise the opportunities for unacceptable behaviour, all staff supervise children in the corridors when moving around school. We expect the children to '**Walk silently on the left**' (WSL) at all times.

## Governors Statement of BEHAVIOUR PRINCIPLES

This is statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The statement has been adopted by the Governing Body as a whole.

The Governors at Westfield Primary School, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Westfield, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens, championing British Values.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

### **Principles:**

- All children, staff and visitors have the right to feel safe at all times at school
- Westfield is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies

- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Consequences for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual pupil and the Head teacher is expected to use his/her discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated verbally, physically or online through Social Media. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

#### **Staff Approach to Behaviour**

The **Code of Conduct** is designed to promote good behaviour and will:

- Communicate to pupils what good behaviour means
- Communicate why positive behaviour is important
- Match the curriculum to the needs and curriculum of each pupil
- Reward positive behaviour in a way that is recognised and valued by pupils
- Establish clear consequence for persistent and unacceptable behaviour.

#### **Aims**

- To ensure every child feels safe and secure in school.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster mutual respect.

- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To promote a consistent approach that supports the high expectations we have of our pupils.

**This means that we should:**

- Allow everyone to learn and benefit from being a member of our school family.
- Be polite, honest and courteous with one another and anyone we meet.
- Respect the name, property, appearance and environment of each other and the school.
- Have the right to learn without being disrupted by others.

**At Westfield, we have high expectations of all our children.**

We expect our children to:

1. Care for other pupils by showing respect and recognising each other's uniqueness.

2. Allow pupils to learn and teachers to teach without interruption.

Every pupil can do this by: (Whole School Ethos)

- Arriving to school on time with the right equipment, ready to learn.
- Being in the right place at the right time.
- Starting and ending the lesson in a courteous and orderly way.
- Listening carefully when an adult is talking.
- Following instructions first time.
- Helping each other when appropriate.
- Being attentive and sensitive at all times.
- Showing kindness and compassion to others.

3. Move quietly around the school showing care for others. In corridors, walk silently on the left. Follow the lunchtime routines.

4. Speak politely to everyone at all times. Show care and respect to all adults at all times.

5. Keep the school clean and tidy so it is a welcoming place for everyone. Respect the building and equipment. Put litter in the bins. Keep walls and furniture clean and unmarked and take great care of the displays we have.

6. All pupils are ambassadors of Westfield and they should do all they can to promote the good name of the school in the local community because the school's reputation depends on how they behave.

7. Take pride in their appearance which is reflected in the correct wearing of the school uniform and in their general appearance.

The following expectations are displayed in all teaching areas, corridors and learning areas:

**I am: Ready, Respectful, Safe.**

<p><b><u>Ready:</u></b>  <b>We are ready to listen.</b>  <b>We are ready to learn.</b>  <b>We are ready to help and support each other.</b>  <b>We are ready for a challenge.</b>  <b>We are ready to go above and beyond in all we do.</b></p>
<p><b><u>Respectful:</u></b>  <b>We respect ourselves.</b>  <b>We respect all members of our school family.</b>  <b>We respect the resources provided.</b>  <b>We respect and take care of our school environment.</b>  <b>We use respectful language all of the time.</b></p>
<p><b><u>Safe:</u></b>  <b>We keep ourselves safe.</b>  <b>We keep our hands and feet to ourselves.</b>  <b>We walk quietly on the left.</b>  <b>We communicate how we feel.</b>  <b>We are always in the right place at the right time.</b></p>

**Rights and Responsibilities**

<p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>• To be respected and valued for their uniqueness</li> <li>• To be educated in a safe learning environment</li> <li>• To feel safe in school</li> </ul>	<p><b>Child Responsibilities</b></p> <ul style="list-style-type: none"> <li>• To respect other pupil's right to a safe learning environment</li> <li>• To adhere to all school rules in the classroom, dining hall and at playtimes</li> <li>• To alert a staff member to any incidents towards other pupils</li> </ul>
<p><b>Rights of Staff</b></p> <ul style="list-style-type: none"> <li>• To work in a safe environment</li> <li>• To feel safe</li> <li>• To feel respected and valued</li> <li>• To receive professional development</li> <li>• To have the right to teach</li> </ul>	<p><b>Staff Responsibilities</b></p> <ul style="list-style-type: none"> <li>• To be fair</li> <li>• To be consistent</li> <li>• To know and work within the school policy and practice</li> <li>• To provide support for children and adults in the school</li> <li>• To be a positive role model for the children</li> <li>• To work in partnership with parents and carers to benefit the child's education</li> </ul>
<p><b>Rights of Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• To be informed</li> <li>• To be listened to</li> <li>• To be respected as the child's first educator</li> </ul>	<p><b>Parents'/Carers' Responsibilities</b></p> <ul style="list-style-type: none"> <li>• To work in partnership with the school to benefit their child's welfare and education</li> <li>• To accept and work within the school rules</li> </ul>

• To be involved in the solving of the child's misbehaviour

• To know and work within the school policy and practice

**Governing Body Responsibilities**

- To ensure that the policy to promote good behaviour is in place and followed
- To make and review written statements of general principles to promote good behaviour in school (with due regard to Headteacher)
- To receive comprehensive information about standards of behaviour in the school in order that they have a full understanding of the school's current position & context.

## Rewards

Our rewards system is aimed at encouraging both individual and collective responsibility amongst our pupils. We have high expectations of our pupils and attitudes to learning. Our strategies recognise that improvement means all pupils are equally challenged.

### List of rewards

Stickers.

Verbal praise.

Positive phone call home.

Go to show their work to another teacher.

Certificates.

Good to be Green certificates when filling their bookmark.

Raffle tickets-if a child is spotted following the rules, or is demonstrating positive behaviour at any point in the school day, anywhere in the school, they may be rewarded with a raffle ticket which they write their name on and place into their class box. During celebration assembly, one ticket per class is picked out, and those children are able to choose a reward for the 'Star Station'.

If a child receives a raffle ticket, they are told they have received it for 'being ready', 'being safe' or being respectful. Children are then to repeat this phrase back 'I am read/safe/respectful'.

Class Dojos are used in class for following our 3 learning characteristics. I am independent, I am individual and I am inquisitive.

Being picked for star of the week-parents/carers are invited in to this assembly.

Kindness award-nominated by children per class. Names are then put into a box and one pulled out per class.

Attendance trophy – class with highest attendance.

Tidiest classroom – spotted by the Cleaning Staff.

## Consequences:

In order that our school family functions effectively and happily, expectations of our pupils are high. Consideration for others is paramount as is the importance of each pupil fulfilling their potential. Pupils are encouraged to take pride in every aspect of their school lives; work, appearance, relationships and care of the facilities are examples of where this principal applies. Discipline is firm and fair; the school's behaviour system is enforced rigorously. A range of consequences and procedures to resolve discipline problems may be used. Teachers may exercise their professional judgment within the context of the strategies and procedures of the school's Behaviour Policy. Support is available should it be needed and staff and parent /carers should feel confident that once the problem is referred, appropriate action will be taken.

The following guidelines are an indication of the steps to be taken with disruptive and poorly behaved pupils. A pupil would move through the hierarchy of consequences, although for more serious incidents, the Senior Leadership Team (SLT)/Head teacher may consider moving immediately to a high level consequence. Action may also be considered in conjunction with other policies and dependent upon individual situations when dealing with serious incidents.

### **Good to be Green behaviour system**

At Westfield this year, we have adopted a new whole school behaviour policy which will help us in our aim of promoting positive behaviour throughout all of school life. This is entitled **It's Good to be Green.**

All staff use the 'Good to be Green' behaviour system, and it is used consistently and fairly across the whole school and creates a positive ethos by:

- Communicating to pupils what good behaviour means
- Communicating why positive behaviour is important
- Matching the curriculum to the needs and curriculum of each pupil
- Rewarding positive behaviour in a way that is recognised and valued by pupils
- Establishing clear consequence for persistent and unacceptable behaviour.

There may be some children who have additional needs/requirements and it is appropriate that staff recognise and adapt their behaviour approach towards those children in liaison with the Behaviour Lead or SENDCO.

### **How it works**

All children have their names on a chart, with a Good to be Green card behind it. This allows each child to start the day on a positive. Throughout the day, if children follow our rules and routines, with help from all staff, they will stay on green. If a child ends the day on green, they get a sticker for a bookmark. When the children fill the bookmark, they receive a certificate. This allows for all children who show positive behaviour on a daily basis to be continually rewarded.

### **Sanctions**

Although we promote positive behaviour throughout the whole school, we understand that there may be some occasions where we need to correct negative behaviour through the use of sanctions.

We expect staff to use vocabulary which constantly promotes positive behaviour, and in a calm and professional manner.

1-A child is given a verbal warning (privately) if their behaviour is shown to be incorrect, and the child is told how they can correct this.

2-If a child is still displaying incorrect behaviour, then they are given a 'Stop and Think' card. This is to help children **stop** the incorrect behaviour and **think** about what they need to do to show the correct behaviour. They may do this with their teacher privately, or outside the classroom with a teaching assistant.



3-If a child is still making the wrong choices, then they can be given a yellow warning card. This would be recorded on CPOMS, but not reported to the parents. This is the last step before a consequence.

4-If a child corrects their behaviour at any point during steps 1-3 then they can go back to 'Good to be Green' and be on track for earning their sticker.

5-If a child is still displaying the incorrect behaviour, then they would be given a red consequence card. This would be recorded on CPOMS and their parents would be informed about their behaviour. This would result in the child missing some of their break time. The child can no longer earn their 'Good to be Green' sticker.

There are some incidents where it would escalate immediately to a consequence card.

Incidents which would be considered as serious and hence result in higher level consequences would include:

- Violent and aggressive behaviour towards other pupils;
- Verbal or physical abuse of staff;
- Theft;
- Defiance of authority;
- Deliberate damage to property;
- Tampering in any way with safety equipment;
- Harassment;
- Bullying in any of its forms;
- Showing disrespect towards the protected characteristics groupings (Equality Act 2010);
- Sexual harassment;
- Other incidents of extreme behaviour.

These are reported straight to a member of the SLT and will be investigated before a decision is made on next steps. Parents/carers would be informed, and the class teacher, in discussion with SLT would decide on a consequence for the child depending on the age and incident.

### **Serious breaches of the school's Behaviour Policy**

The following are all recorded on CPOMS and a letter will be given to parents explaining the decision and shared in a conversation either by telephone or in a meeting.

#### **Exclusion:**

**Internal exclusion** – the Headteacher or Assistant Headteachers (in the Headteacher's absence will consult with the HT) may internally exclude a pupil in exceptional circumstances where previous consequences have failed to bring about an appropriate change to the child's behaviour. Such as the use of aggressive language, the threat of violence and swearing. This will be used to ensure the safety of all members of our school family. Internal exclusion includes all break-times and lunchtimes for the length of the exclusion.

**Suspensions** – the Head teacher or Assistant Headteachers (in the Headteacher's absence will consult with the HT) may exclude a pupil from school in very exceptional circumstances. Fixed term exclusion is used for very serious incidents or where previous consequences have failed to bring

about an appropriate change in behaviour. When considering the period of a fixed term exclusion, the Head teacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. This will include:

- The age and level of maturity of the pupil
- The conduct record of the pupil
- The response of the pupil to the investigation of the incident
- Whether others have been hurt as a result of the pupil's actions

Statutory guidance is followed and a formal letter recording the exclusion is shared with parents where all legal rights are stated.

**This list is illustrative and not exhaustive. Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Child Protection, Anti-Bullying.**

Fixed term exclusions can also include lunchtime exclusions. If a child's behaviour falls below an expected standard during the lunch break, we reserve the right to issue them with a lunchtime exclusion. In this instance, the parent is expected to collect them at the start of the lunch break and return them to school at the end of lunch break. In this instance, if a parent does not return the child to school after lunch, it would count as an unauthorised absence.

During fixed term exclusions, parents are expected to ensure that their child is not out in the local community during the school day and should treat a fixed term exclusion as an opportunity to support their child in modifying their behaviour. These periods away from school should not be treated as a holiday and in order to support the school, parents should not allow their child to be involved in recreational activities (such as gaming or on the internet for leisure purposes) during the time that they are excluded.

After each fixed term exclusion, a reintegration meeting will be held. Parents are expected to attend these meetings and to discuss how both they and school can support their child in meeting the school's behaviour expectations moving forward. These meetings are a vital part of the exclusion process.

**Permanent Exclusion** – the Head teacher may decide to permanently exclude a pupil following investigation.

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of other pupils or others in the school (DfE Guidance)

The chair of governors will be informed on the day of the exclusion.

### **Sexual Violence and Sexual Harassment**

Westfield Primary School has a zero tolerance approach to sexual violence and sexual harassment. We recognise allegations of sexual violence and sexual harassment as potential serious breaches of our Behaviour Policy and reserve the right to enforce our behaviour policy on that basis. We will ensure that processes and protocols are put in place to ensure the protection of any 'victims' as well as attempting to ensure the anonymity of the 'perpetrators'. We will consider whether any such allegation highlights safeguarding concerns and will make appropriate referrals if harmful sexual

behaviours are identified. We acknowledge that our burden of proof in such allegations is 'on the balance of probabilities' and not 'beyond reasonable doubt' as it would be in the case of a criminal investigation. If the allegations are found to be untrue or malicious, we also reserve the right to enforce our behaviour policy.

We record all instances of Sexual Violence and Sexual Harassment on CPOMS.

#### **Positive Handling (In line with school policy)**

In some circumstances, a child may need to be positively handled. This would only be when the child is in danger of hurting him/herself or endangering other pupils and staff. Staff have agreed that physical restraint will only be used where safety is compromised. A record will be kept of all violent incidents and incidents that have involved physical intervention. All positive handling will be recorded on CPOMS and in a bound book.

#### **Governor Involvement and Monitoring**

The policy is revisited and reviewed regularly. The governors are responsible for the formal ratification of the policy before it is applied to school life. Governors will be expected to monitor the standards of behaviour throughout the academic year. HT will report to governors and show records of incidents from the CPOMS tracking system.

#### **Parents**

We want to work with our families and we recognise that we are able to have a more positive impact on the behaviour of our pupils when communication with parents is effective. We expect parents to be supportive of this policy (especially in front of their child). In line with this, parents are expected to sign the Home School Agreement annually which stipulates that they will support this policy whilst at home and in school.

#### **Pupil Conduct Outside of the Pupil Gates**

Teachers may discipline pupils for misbehaviour using the school's sanctions if:

- the pupil is taking part in any school-organised or school-related activity;
- the pupil is travelling to or from school;
- the pupil is wearing school uniform;
- the pupil is in some other way identifiable as a pupil at the school;
- The pupils' behaviour could have repercussions for the orderly running of the school, or possess a threat to another pupil or member of the public or could adversely affect the reputation of the school. This includes the issues involving social media and electronic devices.

#### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline

2) Power to search without consent for “prohibited items” including:

- Knives and weapons;
- Forbidden technology such as mobile phones when on the school premises or school trip;
- Alcohol;
- Illegal drugs;
- Any item believed to be stolen;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should such items be seized, the following action will be taken:

Weapons and knives and extreme or child pornography will always be handed over to the police. Otherwise, it is for the Headteacher/Senior Leadership Team to decide if and when to return a confiscated item.

The Behaviour Policy is intended to be a continuous working document. At Westfield, we strive to maintain outstanding behaviour from all of our pupils.

**This policy should be read in conjunction with our Anti-Bullying Policy, Safeguarding Policy, Acceptable Use Policy and E-Safety Policy, Positive Handling Policy.**

Appendix 1

As a parent/carer at Westfield Primary School I will:

Ensure my child follows the school rules



**I am: Ready, Respectful, Safe.**

**Ready:**

**We are ready to listen.**

**We are ready to learn.**

**We are ready to help and support each other.**

**We are ready for a challenge.**

**We are ready to go above and beyond in all we do.**

**Respectful:**

**We respect ourselves.**

**We respect all members of our school family.**

**We respect the resources provided.**

**We respect and take care of our school environment.**

**We use respectful language all of the time.**

**Safe:**

**We keep ourselves safe.**

**We keep our hands and feet to ourselves.**

**We walk quietly on the left.**

**We communicate how we feel.**

**We are always in the right place at the right time.**

I will do this by ensuring my child arrives at school on time every day.

I will support the school policies on school uniform, homework and behaviour.

I will attend parents' evenings to find out about my child's progress.

If my child is excluded from the school, to ensure that he/she is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a re-integration interview with the school at the end of a fixed period exclusion.

Pupil Name: \_\_\_\_\_

Class: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix 2

As a child at Westfield Primary School I will:

Follow the school rules.

I am Ready.

I am Respectful.

I am Safe.



**Ready:**

**We are ready to listen.**

**We are ready to learn.**

**We are ready to help and support each other.**

**We are ready for a challenge.**

**We are ready to go above and beyond in all we do.**

**Respectful:**

**We respect ourselves.**

**We respect all members of our school family.**

**We respect the resources provided.**

**We respect and take care of our school environment.**

**We use respectful language all of the time.**

**Safe:**

**We keep ourselves safe.**

**We keep our hands and feet to ourselves.**

**We walk quietly on the left.**

**We communicate how we feel.**

**We are always in the right place at the right time.**

I will do my homework and bring it in to school on time.

I will be a role model to all members of our school family.

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Westfield Primary School Behaviour Prompt Sheet		
<b>Expectations</b> We are respectful learners We are safe learners We are ready learners		
<b>Routines</b> Use embellished countdowns (positive encouragement to get pupils ready) Praise in public, reprimand in private (PIP RIP) Build respectful relationships Value children		
<b>Adult consistencies</b> <ol style="list-style-type: none"> <li>1. Calm and consistent</li> <li>2. First attention to best conduct</li> <li>3. Be relentlessly positive</li> </ol>	<b>Rules</b> <ol style="list-style-type: none"> <li>1. Ready</li> <li>2. Respectful</li> <li>3. Safe</li> </ol>	Over and above behaviour <ol style="list-style-type: none"> <li>1. Recognition board in class</li> <li>2. House Points</li> <li>3. Praise cards / certificates</li> </ol>
<b>Stepped Consequences</b> <ol style="list-style-type: none"> <li>1. Reminder with reflection time if needed</li> <li>2. Verbal warning – Sad Emoji</li> <li>3. Miss 5 minutes play to discuss and reflect – Crying Emoji</li> <li>4. Quiet zone – rest of lesson –SLT involved</li> <li>5. Headteacher involved</li> <li>6. Repair restoration</li> </ol>	<b>Microscript</b> “I noticed you are...” “It was the rule about... you broke” You have chosen to ...” “Do you remember last week when you.....” “That is who I need to see today...” “Thank you for listening.....”	<b>Restorative questions</b> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking/ feeling at the time?</li> <li>3. What have you thought since?</li> <li>4. Who has been affected by what you have done?</li> <li>5. What do you think you need to do now to put things right?</li> </ol>

