

## Westfield Primary School – Behaviour Policy (September 2023)

### Rationale:

At Westfield Primary School, we believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important and everyone has the right to feel safe at all times. We have three main principles which are:

### Ready, Respectful and Safe.

- Ready: We listen to each other and are ready to work
- Respectful: We treat each other with respect
- Safe: We choose appropriate behaviour at all times.

### Aims:

- To promote good positive behaviour and discipline
- To promote self-esteem, self-discipline, equality, proper regard for authority and positive relationships based on mutual respect.
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability
- To encourage consistency of response to both positive and negative behaviour
- To provide a safe environment free from disruption, violence, bullying and any form of harassment and to promote such values in our wider community
- To encourage a positive relationship with parents/carers
- To provide opportunities for pupils to contribute to the evaluation and review of the behaviour policy of the school.
- To promote early intervention and to involve outside agencies where appropriate

### Our behaviour approach:

We believe that good behaviour is a choice and is learnt through key experiences as we grow up. We can support all of our children to make the right choices with their behaviour. We do this through a wide range of positive behaviour management approaches, underpinned by restorative justice principles and practices (see appendix)

We use positive incentives to help children understand that their actions have reactions (both positive and negative) and where necessary we apply consistent consequences to support children in making positive choices. When required we develop and implement individually tailored plans to ensure all of our children are equipped with the skills they need to make the right choices.

We actively 'teach' behaviour in all situations. This is modelled to the children at all times by the ways adults interact with children and with each other. We never use harsh criticism or consequences which are psychologically or physically harmful. We aspire to be calm and consistent at all times in our dealing with children, this fits in with the calm, quiet and productive working environment we aim to foster.

When conflicts emerge we take time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

### Role and Responsibilities

**Governing body:** Our Governing body will establish, in consultation with the Headteacher, Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will

ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

### **Staff Responsibilities:**

All staff at Westfield Primary School are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly. It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative justice framework and practices.

### **Staff have responsibilities to:**

- Speak and treat all pupils with respect;
- Help and encourage all pupils to achieve high standards;
- Provide a challenging, interesting and worthwhile curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and negative consequences clearly and consistently;
- Be a good role model;
- Form positive relationships with pupils and parents;
- Recognise and value the strengths of all children;
- Communicate effectively by using a variety of tones and voices, always avoiding shouting.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference.

Active listening is about giving full attention to the speaker in a nondirective, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy.

### **Behaviour on school trips:**

The school's normal disciplinary procedures apply to school trips. Incidents of misbehaviour may result in a pupil not being allowed on future trips, other than those with curriculum necessity as well as the imposition of the normal consequences. This will be managed on a 'case by case' basis.

### **Playtimes and lunchtimes:**

To help keep procedures consistent for the children the same behaviour system operates both in class and on the playground. We offer a lunchtime club to support children who find lunchtimes a challenge. Lunch time staff receive regular behaviour training and updates and are invited into whole school assembly to reward positive behaviour. The HT and DHT are often visible during lunchtime play.

### **Rewards and Consequences**

At Westfield Primary School we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal rewards such as a smile or body language;
- Praise (genuine, specific and at least once a day for each pupil);
- Showing work or achievements to other pupils, other teachers, SLT;

- Headteacher's 'Good Book' award in Friday celebration assembly;
- Displaying / showing of work in assembly;
- Dojo Points;
- KS1 and KS2 rainbow awards and Key Stage celebration/star learner assemblies;
- Any adult observing a child acting in a thoughtful, kind, generous, or caring way can request a positive letter/Weduc message home for the child's parents from phase leaders
- Awards assembly twice a year for curriculum recognition, home-learning and friendship.
- Recognition of good behaviour during lunchtime, awarded by SMSAs, with end of term café trip with Deputy Head.

We believe that it is essential that all pupils are able to receive positive encouragement and have a fair chance to receive the positive consequences. The application of rewards needs to be consistent and fair and will be reviewed regularly at staff meetings and phase meetings.

### **Negative consequences**

Sometimes it is necessary to discourage pupils from making poor behaviour choices and at Westfield we do this through a system of logical consequences or sanctions. It is very important that these are used fairly and consistently and with regard to the following underlying principles:

- Negative consequences should never be psychologically or physically harmful;
- Consequences should be presented as a choice;
- Reference to consequences should be in a matter of fact voice (not through adult anger);
- Pupils and parents should be informed of the hierarchy of consequences and the recording system;
- If a sanction is used pupils should be able to start afresh as quickly as possible;
- It is always made clear that it is the behaviour that is the problem and not the child.

### **Consequences should be used in the following order (always starting as low down the list as possible):**

- Low level intervention strategies;
- Withdrawal of adult attention (e.g. deliberate ignoring of attention seeking behaviour);
- Praising another child who is displaying the correct behaviour choice in order to re-focus another learner.
- Non verbal clues, e.g. shake of the head; Eye contact – reinforcing 'the look' to indicate inappropriate behaviour is unacceptable;
- Verbal recognition of inappropriate behaviour;
- Warning;

Further continued behaviour – follow 'host' protocol with some 'time to think' in another classroom. (The sand-timer may be taken so the pupil knows when to return.)

- To phase leader / SENDCo may also be appropriate depending on child.
- To Deputy Headteacher;
- To Headteacher
- Placed in another class for fixed period of time as an internal suspension

Where behaviour is giving cause for concern parents should be involved and will probably be invited in at the last two stages.

### **Serious Incidents**

In addition to this hierarchy of consequences there needs to be a severe clause to be invoked for the following:

- Persistent disruption of lesson, which prevents the learning of others;
- Swearing or rudeness to staff;
- Bullying, including homophobic bullying;
- Racist behaviour;
- Deliberate damage to property;
- Persistent refusal to co-operate with reasonable requests;
- Actual or threatened violence to pupils of staff;
- Sexual misconduct;

In any of these instances, a senior member of staff will be involved and parents informed. The incident should be recorded by the member of staff involved on a 'Serious Incident Form' and logged on 'My Concern'.

**The consequences of these serious incidents could result in a suspension from Westfield Primary School for a fixed term period or permanently in serious cases.**

Westfield School prides itself on our approach to inclusion and our low suspension rates reflect that culture. Please see the Exclusion Policy for further information.

### **Training**

The Local Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

### **Monitoring and Evaluation**

The Behaviour Policy of Westfield Primary School is evaluated and reviewed on an annual basis, and the whole policy and any amendments are agreed by the Pupils, Staff and Governors.

## **Appendix 1**

### **Anti-bullying Statement**

We define bullying as all forms of physical aggression and verbal abuse.

Bullying is:

- deliberately hurtful
- sustained over a period of time
- difficult for victims to defend themselves against

Bullying can be:

- physical
- hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading stories, exclusion from social groups

Bullying behaviour is explained to the children as **Several Times On Purpose (STOP)**. In addition to this, children are taught to **Start Telling Other People (STOP)** if they feel bullied.

We use this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours. We aim, as a school, to promote a safe and secure environment for adults and children where all can work and learn without anxiety. Pupils should be encouraged not to suffer in silence. We aim to create a

culture in which pupils feel safe and supported if they tell. All incidents of bullying should be reported as soon as possible to a member of staff. Pupils should be encouraged to tell someone if they think someone else is being bullied. When bullying is reported the school will;

1. Speak to all those involved to establish the facts
2. Adopt a problem solving approach
3. Inform parents of victims and bullies
4. Follow up repeatedly, checking that bullying has not resumed
5. Ask for help from agencies such as the NSPCC or police if the problem is persistent or difficult to sort out
6. Complete the 'bullying incident record sheet' and hand it to a member of SLT

Bullying will be regularly addressed through assemblies, circle time, our Jigsaw scheme of work and an annual 'Friendship Week' in November.

## **Appendix 2**

### **Restorative Justice Principles**

Restorative justice is an approach which puts repairing harm done to relationships and people as a priority above assigning blame and giving out punishment. It helps a community to promote respect, inclusion, responsibility, and those within it develop greater emotional awareness and articulacy.

Those involved learn to actively listen to each other, to express their thoughts effectively and to support each other to be able to be accountable for their actions.