



## **Policy – Behaviour Management**

***Dream, believe, achieve together.***

### **Persons with Responsibility**

All stakeholders

### **Linked Policies**

Anti bullying policy  
Procedure for dealing with racist incidents.  
Equal Opportunities  
Health and Safety  
PSHCE  
Inclusion  
Positive Handling/Restrictive Physical Intervention  
Young Carers  
Allegations Against Staff  
Whistleblowing

**Next Review:** September 2023

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

## **Introduction**

Every member of the school community has the right to feel emotionally and physically safe, to be treated with dignity and respect and have the right to learn. This policy sets out a whole school approach to behaviour management through promoting positive behaviour and establishing a clear and consistent framework for dealing with inappropriate behaviour.

## **Rationale behind the policy**

- An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships. We value relationships as fundamental to the development and fulfillment of ourselves and others and the good of the community.
- Praise and a system of rewards are more likely to change behaviour than blame and punishment.
- Prevention rather than reaction is a key message at Westwood Park. This means it is vital to be aware of each child's needs and individual circumstances and support those children who are at risk.

## **Aims of the policy**

- To establish an ethos within school where positive behaviour is promoted and inappropriate behaviour is dealt with firmly and consistently, thereby securing a learning climate where effective teaching and learning can take place.
- To develop self discipline and self control in every child
- To set out a framework for a whole school approach to promoting positive behaviour.
- To set out a framework for dealing with inappropriate behaviour.

## **Golden rules**

The school has golden rules which apply to all pupils. These are:

We are gentle	We do not hurt anyone
We are kind and helpful	We do not hurt the feelings of others
We work hard	We do not waste our or others time
We look after property	We do not waste or damage things
We listen to people	We do not interrupt
We are honest	We do not cover up the truth

## **Golden time – KS1**

Golden Time has been included in each class's weekly curriculum as part of our school positive behaviour policy in Y1 and Y2. Golden Time ensures that the children who behave well, which are the majority, are rewarded. Golden Time activities are suggested and agreed by the staff and pupils. Golden Time will take place on Friday afternoons.

In this way, the message given to children is that if they are sensible, respectful, co-operative and follow the Golden Rules, they will be consistently rewarded for their efforts.

Children who break one or more of the rules in class or elsewhere in school or playground risk losing Golden Time minutes.

### **Ways of promoting positive behaviour.**

At Westwood Park we believe that it is vital to create the climate for positive behaviour. Relationships between adults and pupils, the environment and the emotional literacy of children can all have a significant impact upon children's behaviour.

#### Class Charter

We believe that every member of the school community has certain rights. However with these rights come certain responsibilities. Class charters are generated at the start of each academic year from year 1 upwards. The class charters are worded positively to encourage behaviours e.g. 'We will.....' The class charters are agreed by the class members and a copy is displayed in the class room.

#### Positive climate

Each teacher must create the climate for positive behaviour and recognise and reward children for everyday efforts. Creating a climate for positive behaviour means building a positive and engaging relationship with the children ensuring that they feel valued and cared for. It also means teachers must try to break down barriers to learning by encouraging a calm working environment and enabling pupils to express and deal with their emotions appropriately.

This can be achieved by:

- Effective teaching and learning that engages and motivates the children.
- Work matched to the ability of the child
- A stimulating and welcoming classroom environment that celebrates success e.g playing calming music, use of relaxation, aroma ball
- A comprehensive Personal, Social and Health Education programme – We use a programme called Jigsaw.
- Encouraging children to discuss their emotions
- The delivery of Jigsaw through whole school/phase or class assemblies
- Circle time sessions- relevant to the needs of the class
- Praise and rewards in support of the Golden rules.
- Special lunches/picnics etc
- A half termly trip to the park if you have no Warnings.

Both staff and senior management have agreed a set of non negotiables to aid the development of a positive climate including:

- A peaceful, well organised classroom. Some silence every day.
- A clear timetable and discussion with the children about changes
- Peaceful music when appropriate.
- Plants, aroma balls etc to set the mood.
- Kindness at all times.

### **Cadets**

We have a Cadets system. 4 Year 6 pupils will be chosen to receive training, do tasks around school and show exemplary behaviour to others. They will greet guests and speak to visitors/Governors.

### **Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Teachers should work on the principle of a 6:1 praise to sanction ratio.

Rewards may involve:

- Golden child of the week- chosen for special qualities and following the golden rules, a certificate is sent home. Nursery children have their own special celebration assemblies on Fridays held within the Foundation stage building.
- Dojos – which lead to prizes at the end of each half term
- Praise postcards sent to home address
- Positive phone call home
- Team points
- Special responsibility jobs
- Sent to another class to share success.
- Positive verbal praise
- Celebration praise assembly- to celebrate success.
- Stickers, stamps, raffle tickets.
- Lining up stars and rewards
- In EYFS the listening medal may be awarded

### **Support systems for children**

In addition to regular teaching and learning about positive behaviour through Jigsaw, circle time and a caring school community, some children will need extra support to manage their behaviour. The school has in place clear procedures for identifying those children at risk and taking early intervention.

We recognise that pupils who are designated as Young Carers and their families may need additional support and this will be provided.

Once a concern has been raised the Social Inclusion Group (Head, FLO, SENCO, EP, class teacher) becomes involved. After monitoring if a child is deemed to have a behavioural need, then the group will ensure that appropriate support systems are put in place for the child. These range from:

- Individual support plans setting appropriate targets. The focus is one of intervention and teaching the desired behaviours, ensuring success and raising of self esteem.
- Group and individual intervention from Teachers, Teaching Assistants, Nursery Nurses, Kickstart and Family Liaison Officer..
- Close liaison with parents from an early stage
- Nurture groups - children in these groups engage in activities that address their particular behavioural or social needs.
- Referrals to specialist advice from agencies linked to the school e.g Educational Psychology Service and Learning Support Service (LSS)
- We offer tailored support for pupils who find behaving well to be a challenge working with Kick Start Education. This is on a one to one or one to two basis.
- When it is judged appropriate and in line with the school's SEND policy a pupil may be put forward for a formal assessment and the EHCP process.
- We offer a Counselling service for identified pupils.
- Occasionally, in specific circumstances a child may receive alternative provision from LA designated providers.

### **Sanctions:**

Despite a positive approach as a means to encouraging good behaviour in Westwood Park Primary School, it may be necessary to employ sanctions in order to enforce the Golden Rules. Sanctions are necessary for those children who exceed the boundaries of acceptable behaviour. These sanctions ensure that the school is a positive place where children can feel happy and secure and concentrate upon their learning.

### **Team Teach**

Westwood Park staff are trained in Team Teach methods. This is a recognised programme which focuses on de-escalation techniques. In line with legal requirements, physical restraint may be used in exceptional circumstances if the pupil is putting themselves or others at risk of injury or significantly damaging property. Staff have a duty of care and all actions should be in the best interests of the child and proportionate to the situation. Restraint should be used for the minimal amount of time. Such situations can be unpredictable and despite training it is possible that the child or adults may have minor injuries such as scratches. Parents will be informed of any physical restraint used and it will be logged. After an incident, the child will be encouraged to reflect, repair and re-connect with the adults and other pupils. (Training undertaken - January 2022 – lasts for 3 years).

### **KS2**

In KS2, it is our aim that all pupils start each day as a fresh start. If their behaviour deteriorates, they will be given 2 verbal warnings. Then play time or lunch time may be taken off the child. The child will remain in the class with an adult or be supervised by a colleague. If the incident is more serious multiple playtimes and lunch times may be taken. Parents will be informed. Pupils are encouraged to discuss incidents and understand their own behaviour. Reparation with any other child or adult is of paramount importance. Staff

will follow up by ‘catching’ the child being ‘good’ and giving praise to encourage a positive change.

**KS2 Sanction/Consequence list**

In consultation with staff, parents and pupils, a list of examples of inappropriate behaviours at a low, medium and serious level and the consequences was drawn up which supports the Golden Rules.

When applying these sanctions we are always looking for ways to redirect the children towards success and encourage children to make the right choice. Therefore staff make it clear to the child what they must do.

Our Reflection Room is a quiet space which allows a child the opportunity to calm down and recover away from the public spaces.

**Low Level Incidents**

Behaviour	Consequence
<ul style="list-style-type: none"> <li>• Talking or making noises when an adult has given the instruction to listen or work independently.</li> <li>• Refusing to take part in a learning activity.</li> <li>• Not lining up sensibly.</li> <li>• Shouting out.</li> <li>• Throwing objects.</li> <li>• Name calling and inappropriate banter.</li> <li>• Toy fighting.</li> <li>• Using loud voices.</li> <li>• Interrupting others.</li> <li>• Chewing gum.</li> <li>• Messing about in the toilets</li> <li>• Wasting learning time</li> <li>• Any other low level behaviour.</li> </ul>	<p>You will be given verbal reminders for any of these behaviours.</p> <p>If behaviour persists there may be loss of play time or lunch time.</p>

**Medium Level Incidents**

Behaviour	Consequence
-----------	-------------

Setting a bad example at dinner time – dining centre or playground.	Loss of dinner time the next day. More than one if necessary.
Fighting, hitting, kicking and hurting others.	Reflection Room. Adults to help children to resolve problem. Parents phoned.
Significant damage to display, school property or others' property.	Reflection Room. Adults to help children to resolve problem. Parents phoned. Consider financial contributions towards a replacement.
Disrespectful to adults.	Reflection Room. Adults to help resolve problem. Parents phoned. An apology.
Swearing	Apology to adult. Loss of play/lunch time Parents informed

### **Serious Incidents**

Continual refusal to follow instructions which puts people or property at risk.	Parents/Carers called to discuss the matter - may be asked to sit with the child. Reflection Room Possibility of fixed term exclusion.
Discriminatory/Intolerant/Prejudiced Behaviour.	Possibility of fixed term exclusion. Parents informed. Reflection Room Local Authority notified of incident.
Unprovoked physical aggression to pupils.	Parents/Carers called to discuss the matter - may be asked to sit with the child. Reflection Room Possibility of fixed term exclusion. School to work with parents to resolve issue.
Physical and verbal aggression to staff.	Parents/Carers called to discuss the matter - may be asked to sit with the child. Reflection Room Possibility of fixed term exclusion.

	Apology to adult.
Malicious allegation against a member of staff	Allegations Against Staff Policy followed. Possibility of fixed term exclusion. Apology to adult.
<p><b><i>Serious Incidents</i></b></p> <p>Some incidents could be too serious for the first stages to be appropriate. In this case pupils would be removed to the Reflection Room to manage/investigate the situation.</p> <p>Serious incidents may result in contact with the police, Youth Service, Early Help, Drug Awareness team etc.</p> <p><b><i>SEND</i></b> – some pupils may have additional difficulties and the management of their behaviour will be discussed with parents/carers. They often need extra verbal reminders, an additional count to 3 etc.</p> <p><b><i>CPOMS</i></b> – this is an electronic system for recording incidents. Only identified staff can record and 3 staff have an overview.</p>	

## Other sanctions include:

### Catch Up Club

This may occur if pupils do not finish the required amount of work in a session and which can affect the learning of others. We classify this as ‘Catch Up Club’.

### Loss of privileges.

Temporary seclusion, whereby pupils are withdrawn from class and educated separately within school. This occurs when behaviour has become extreme or a time out option is required to allow the pupil, teacher and class to re build positive relationships. Pupils will be supervised at all times.

### Letters

We do not regularly use writing as a punishment, however, pupils may have to write a letter of apology to the person they have upset/hurt/offended. This must be completed before a pupil can fully rejoin their peers. Parents/carers will be informed.



## Key Stage 2 Behaviour Chart

**Well done. Your behaviour is just as it should be.**

**1<sup>st</sup> Verbal  
Reminder**

**2<sup>nd</sup> Verbal  
Reminder**

**You have had 2 verbal reminders to  
improve your behaviour.**

**Warning**

**Your behaviour is unacceptable.  
The adult will give you a  
consequence.**

*Sometimes situations occur which have not occurred before. Staff, guided by the Head teacher will decide on an appropriate punishment in consultation with parents.*

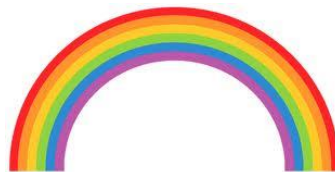
*We are all aware that:*

Children SHOULD NOT be made to stand outside classrooms – but on occasion there may be an agreement with a child that they have 5 minutes outside the door under light supervision to help keep calm.



Whilst rules are adhered to, individual knowledge of specific pupils may have an influence on decisions in discussion with parents and the Head teacher.

All behaviour incidents are subject to perspective. Staff will endeavour to treat each incident fairly and consistently. Parents should contact school if they feel that an incident hasn't been dealt with appropriately.

*KS1 Reward/Sanction/Consequence list.*



**Rainbow Reward System**

	
<p>Walking sensibly  Playing nicely  Working properly  Listening quietly  Lining up properly  Saying kind things to others  Putting your hand up to answer  Showing patience  Waiting your turn  Sharing  Tidying up  Using equipment properly  Using kind words and actions  Being polite  Offering to help  Doing a job</p>	<p>Running in school  Toy fighting  Refusal to work  Making silly noises  Not lining up properly  Name calling and banter  Loud voices  Not putting hand up  Interrupting  Not helping to tidy up  Not using equipment properly  Using rude words  Not polite to adults</p>
	<p><b><i><u>Straight to the dark cloud.</u></i></b>  <b><i>Other children hurt.</i></b>  <b><i>Adults hurt.</i></b>  <b><i>Throwing objects.</i></b>  <b><i>Continual refusal to follow instructions.</i></b></p>

**Early Years**

Due to the age and maturity levels of Early Years pupils, children have a poor concept of time and struggle dealing with rewards or sanctions unless they are immediate. As a result Early Years children do not participate in GoldenTime. A thinking spot is explained and used to provide time out for young children. Pupils with exemplary behavior and attitude have their picture put on the rainbow.

A warning will be issued first of all, outlining the desired behaviour needed and the consequence. If the behaviour continues the child will be given time out on the thinking spot. The practitioner will explain to the child why they have been put on the spot. Reach the eye level of the child and maintain eye contact when giving instruction or addressing

behaviour. During time out on the thinking spot the child will be given minimum attention and no eye contact. Nursery children are given a 3 minute timer and reception children are given a 5 minute timer. After the necessary time has elapsed, children are encouraged to apologise for their behaviour then the adult will redirect the child and settle at an appropriate activity.

If a child continues to display aggressive or disruptive behaviour, senior management should be consulted. In the case of the Foundation Stage this would be Natalie Bromby or the delegated senior member of staff.

## ***Under no circumstance is physical punishment permitted at Westwood Park Primary School.***

### **Exclusion/Seclusion**

The school has a responsibility to support all pupils and use a variety of support strategies to support those with behavioural problems. However, there will be occasions when the health, safety and education of all pupils' are put at risk by the actions of others. In this case the head teacher will act appropriately following the government guidelines for exclusion.

Exclusions include:

Exclusion at lunch time lasting for a number of days

A fixed term exclusion lasting a number of days

A permanent exclusion from the school.

Some circumstances mean that an internal seclusion is more appropriate. The child will spend the day in our Reflection Room supervised by a member of staff.

Effective discussion with parents is of paramount importance in all these circumstances. A return to school meeting will be held with the parents and child.

In some cases, we may request support from Alderbrook, the Pupil Referral Unit or the Learning Support Service. A support adult may come to work in school to work with and assess a child or we may move straight to a fixed term placement at Alderbrook – 4-6 weeks. In extreme circumstances, a child may go to the Pupil Referral Unit on a long term basis.

We work with other agencies to support families and the behaviour of their children including Parent Support, Brief Intervention, CAMHS, Social Care etc.

Only the Head teacher has the legal right to exclude. In the absence of the Head teacher, the Deputy or Assistant Head (Designated) will assume this role keeping the Head informed

### **Managed Moves**

Sometimes, because of all sorts of different circumstances, family breakdown, family arguments, pupil relationships etc it may be better for a pupil to try another school. In these circumstances and with the agreement of the family, we could facilitate a 'Managed Move' to another school. This is a process which takes place over a few weeks and allows the pupil to 'try out' another school before committing to it. The two schools and the family would

negotiate a timetable which built up to full time. At any point the family can decide to move the child permanently or stay at the original school.

## **Responsibilities**

### **Class teacher**

The class teacher has the responsibility for implementing the school behaviour policy, to recognise and promote positive behaviour and deal with inappropriate behaviour within their own classroom and across the wider school. They must also:

- Ensure they must create a positive learning environment and ethos using whole school non negotiables.
- Use agreed strategies to deal with inappropriate behaviour.
- Have a responsibility to ensure that members of the Social inclusion group are kept well informed of individual behaviour needs and concerns.
- Have the responsibility to ensure that all appropriate records are kept.
- Plan for good behaviour by ensuring that lessons are planned, appropriate and prepared and that all relevant materials are available.
- Praise positive behaviour and the children's best efforts.
- Ensure that children are emotionally and physically safe in the school
- Work closely with parents.
- Complete items set out on non negotiables list.

**All staff should be made aware of and be alerted to any incidents of bullying or racial harassment. These will be dealt with in accordance with the relevant policies.**

### **Social inclusion officers – Sara Walker, Mandy Knipe, Angela Lamb**

The Social Inclusion officers guided by the lead professional on behaviour are responsible for:

- Leading the development of behaviour policies within the school.
- Securing and promoting positive behaviour within the school
- Introducing new staff to the policy
- Monitoring the implementation and reviewing the impact of the behaviour policy.
- Supporting colleagues, giving advice and strategies as well as providing training.
- Liaising with other agencies to provide relevant support for individuals.
- Facilitating the delivery and implementation of agreed interventions.
- Liaising with parents of children who show more challenging behaviours.
- Organising support for families' e.g Early Help assessments, liaison with Social Care.

### **Role of the Governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. The head teacher has the day-to-day authority

Values – Friendship Kindness Respect Integrity Resilience

to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **Role of the Head teacher**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

### **Parents**

The school believes that both parents and the school have a joint responsibility to promote self discipline and self control in and out of school and discourage unacceptable behaviour. Parental participation is encouraged in the following ways.

- Consultation in writing the consequences list
- Explaining the school's Golden Rules in the school and displaying them in key areas.
- Meetings with the teachers and Family Liaison Officer
- Sharing Support Plans
- Conducting Pastoral meetings with teachers or Social Inclusion Group.
- Consultation through annual questionnaires

It is school policy to contact parents about incidents of unacceptable behaviour that have been carefully investigated and been proved beyond reasonable doubt that a particular child is responsible. To ensure fairness, we always take great care to treat all children involved in such incidents in an appropriate way.

**This policy will be reviewed annually.**