



Westfield Primary school
Behaviour policy

Our school believes that a high standard of behaviour is essential to the spiritual, moral, social, cultural, academic and physical development of the children.

We aim:

- ◆ To apply guidelines for appropriate behaviour consistently throughout the school with the support of parents and all staff. Restorative practice is used in order that pupils become aware of the impact of their actions on others and have opportunities to 'make it right'.
- ◆ To deal with misbehaviour fairly and consistently throughout the school, with a system of counselling when the need arises, by class teacher, adult in charge, Deputy head or Head teacher.
- ◆ To emphasise the importance of good behaviour and recognise and reward pupils consistently throughout the school.
- ◆ To recognise the importance of good classroom management and high expectation of pupils in maintaining appropriate behaviour
- ◆ To take seriously its responsibility to provide personal and social education for all pupils, including those with

special needs, in addition to fulfilling their entitlement to the National Curriculum.

- ◆ The school has always enjoyed close working relationships with parents and will continue to communicate with them in an honest and genuine way, to celebrate success as well as consult over difficulties.
- ◆ To deal with all pupils, regardless of race, gender, creed or disability, in a similar and consistent manner.

To achieve this we will:

- Co-operate with each other in a caring ethos.
- Encourage children to behave in a responsible manner.
- Promote good manners, consideration and respect for others at all times.
- Provide a challenging, stimulating and enjoyable environment where all the children feel valued.
- Promote honesty, trust and fairness.
- Promote respect for property, the environment and for themselves.
- Encourage the children to be responsible for their own actions.
- Assist children in developing their understanding of right and wrong.
- Recognise each child as a unique individual.

We consider positive behaviour to be:

- Demonstrating kindness
- Sharing with each other
- Understanding and having regard for the fact that we are all different
- Helping peers and adults

- Showing a lively interest in their work and the life of the school
- Caring for our property, our friends' property and the school environment
- Displaying good manners and showing respect to everyone in school including children, teachers, other school staff, parents and visitors.

How we encourage positive behaviour

Our school expects that all adults will set a good example through courtesy, consideration and encouragement.

We aim to promote active involvement in the many aspects of school life

We aim to maintain good channels of communication and provide a welcoming environment.

The whole school curriculum supports and encourages the spiritual, moral, cultural and physical development of children. Children are actively involved in making decisions about their own behaviour through class and school discussions. They will have opportunities to act independently.

Expectations to encourage positive behaviour

- Come into assembly 'quietly' and sit with hands in lap showing good listening behaviour
- Walk around the school to avoid accidents
- Stop and listen when the whistle is blown at the end of breaktime
- Put up your hand when answering questions
- Keep the classroom and cloakrooms tidy
- Say 'please' and 'thank you'
- Hold doors open for others

- Put things away in their proper place
- Be helpful to visitors

Rewarding good behaviour

Our school believes that children should be rewarded on an individual, class and whole school level to promote identified areas of positive behaviour and good citizenship.

- Individuals will be rewarded for demonstrating acts of positive behaviour and these are encouraged through the use of house points and sticker awards.
- Individuals in Key stage 1 and 2 are recognised in sharing assembly each week with achievement awards, which are displayed on the screen in the school entrance for visitors to see.
- Key Stage 1 - Always award - the Always award will be awarded at the end of every half term. This recognises the achievement of one pupil per class who is chosen by their class teacher for consistently making the right choice. Pupils will be given a laminated certificate.
- Key Stage 2 - "Right Choice Reward" - Pupils who behave well and therefore "make the right choice" and whose behaviour is noticed by adults in school will be given a ticket which they enter into a class box. Pupils can accumulate tickets throughout the half term and at the end of each half term, one ticket will be taken at random from each class box. Those children will then receive a significant reward, which could include a voucher, school visit to the cinema etc. Parents will be notified and permission gained for any school visits.
- The school will also keep an record of the number of tickets each child receives throughout the term and

those pupils who have displayed a level of exceptional behaviour will receive a letter of commendation from the head teacher.

- Class teachers, teaching assistants and lunchtime supervisors are encouraged to value children's efforts regularly and for everyone to use the same reward system.
- In KS1 there are achievement awards which are given to the younger children weekly.

Misbehaviour

There will be occasions when action is needed to rectify/respond to misbehaviour. The severity of the response will be dependent on the seriousness of the misbehaviour, the individual child, frequency of the misbehaviour and the circumstances involved.

To work satisfactorily, sanctions must reflect a clear distinction between minor and more serious behaviour.

Sanctions Minor incidents

Pupils in KS1 and KS2 follow the school's Traffic Light System to deal with the majority of minor classroom incidents. This is discussed with pupils at the beginning of the year and an explanation of the system is visible in every classroom.

(Appendix 1)

There is a range of sanctions to be used at the teacher's discretion:

- Misbehaviour ignored but attention is drawn to another child who is behaving well

- A 'telling' glance
- A verbal reminder/rebuke
- A quiet word to one side to point out unacceptable behaviour and suggestions on how to improve it.
- Isolate child within the classroom area
- Traffic Lights system - movement from green to amber on the system. If the behaviour continues movement from amber to red would mean the child missed a part of their playtime as a consequence of their actions.
- Contact with parents if a child persistently moves to red.
- Child to correct a wrong doing (e.g. tidy up mess)
- Class reminded of expectations
- Restorative practice
- Contact with parents if behaviour persists or is severe.
- Time out- pupil is told to stand at the edge of the playground, supervised by breaktime teacher but not involved in break activities.

Formal sanctions for serious acts of misbehaviour, persistent low level behaviour

- See restorative practice policy which underpins our approach.
- Headteacher informed of concerns and child is counselled by Deputy Head/Headteacher/Inclusion manager re anger management
- Parents are informed of concerns by telephone/letter.
- Arrangements are made for meeting with parents.
- Child may be placed 'on report' and targets are identified on IBP as appropriate. Positive behaviour is rewarded at every opportunity.

- Involvement of behaviour support agencies as deemed necessary
- Use of warning of consequences should behaviour continue in the classroom scenario
- Removal of pupil to room where they are supervised-Internal exclusion where they are completing appropriate work but not in contact with peers. This is so that quality teaching and learning can take place for the rest of the class.
- Individual behaviour plan agreed with pupil and parents put in place
- Use of time out room for specific short time period and 'cooling off'.
- Exclusion - fixed term or permanent
- Exclusions from school. This is a major step in the school life of a child and although it may provide a cooling off period, careful consideration will be given the reasons to support exclusion from the curriculum. 2017 DFE guidance and East Riding guidelines will be followed.

The following acts of misbehaviour are seen as totally unacceptable and will be dealt with accordingly. The school reserves the right to make a judgement on the severity of the behaviour as to the most appropriate sanction. Whereas the school will always look to finding solutions within the school environment; there may be times when a fixed term or permanent exclusion will be applied particularly if there is concern regarding the safety and welfare of other children and adults in the school.

1. Violent aggressive acts (physical)
 - peers
 - adults
2. Aggressive threats/language (verbal)
 - peers
 - adults

3. Inappropriate language to peers/adults
3. Wilful damage to school/pupils' property
4. Inappropriate touching of adult-sexual behaviour
5. Stealing
6. Actions which may cause damage to others
7. Constant disruption to class/teacher
8. Racist comments
9. Bullying - extreme cases

The school has an anti bullying policy and this approach is regularly reinforced through assemblies and P.S.C.H.E

ON REPORT

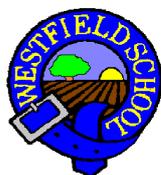
According to the age of the child in question and the reason for them being placed on 'report', a behaviour monitoring card will be used as appropriate.

The child may be placed on report to encourage positive behaviour in the playground. The report card will be signed after each break by the member of staff on duty and at lunchtimes by the Senior midday supervisor on the playground. A child may be placed on report encourage to positive behaviour in the classroom. The class teacher will sign at the end of the teaching session.

The Headteacher/Inclusion manager will monitor these report cards and rewards will be given to the child in the form of praise, house points and stickers. The parents will be encouraged to endorse this card also. This card is sent home daily to keep parents informed.

Liaison with outside agencies may be necessary in some cases. This will involve consultation with Learning and behaviour support teachers, educational psychologists etc.

All Westfield staff have been trained in and follow restorative practice.



Appendix 1

Traffic Lights Behaviour System

Level One

- Class teacher to take ownership.
- Visual Traffic Lights system. All children start at green.
- After one warning pupils move themselves to amber. If the behaviour continues pupils move to red.
- Once at red the pupil may miss some, although not all, of their playtime with the class teacher.
- Pupils who are placed at red have a record of the incident recorded on SIMs by the class teacher.
- The traffic light system is cleared at the end of the day. All pupils start the day at green.

Level Two

- If a pupil is persistently placed at red, the class teacher will contact parents to discuss the behaviour.

Level Three

- If significant conversations have taken place between parents and class teachers and behaviour does not improve, either Mrs Hickey or Mr Garnett will contact parents to arrange a formal meeting and discuss behaviour. Report cards may be introduced at this point.
- Movement on the traffic light system must be fair and should be for consistent disruptive or disrespectful behaviour.
- Violent behaviour or swearing would mean a child would automatically go to red.
- Lunch time staff will report and liaise with staff regarding any incidents at lunchtime.

