



## **BEHAVIOUR POLICY**

Both staff and pupil wellbeing have been considered in the review of this policy.

### **Introduction**

Teaching positive behaviour

It is important for all students at Westfield Primary to have the opportunity to develop independent learning and organisation skills and to develop a positive self-image and appropriate self-esteem. All children are given the opportunities to learn motivation, reflection and emotional management skills to help them achieve this. By attending fully, co-operating with adults and collaborating with other students, the school encourages sociability, empathy, respect for others and a sense of belonging to a community.

These skills are taught throughout the school day by staff who model these skills and abilities and set appropriate boundaries for student behaviour, while also showing empathy and understanding. Members of staff listen to children and show understanding and respect to everyone in the school community. They provide feedback in an informative way to students and use positive consequences, or rewards, to encourage the learning of appropriate behaviour. Staff will also use negative consequences, or sanctions, to discourage the learning of inappropriate behaviour and to teach core skills.

Students

Students at Westfield have a responsibility to try hard and to be kind and considerate to teachers and other students. This means listening to adults and students in school and stopping to think before acting, in classrooms, corridors and around the school site.

Staff

Staff at Westfield treat all students fairly and with respect to help all students to develop their full potential. They provide a challenging, interesting and relevant curriculum and create a safe and pleasant working environment, both physically and emotionally. To make and develop good relationships, staff use positive and negative consequences consistently and are good role models that they can form positive relationships with parent and students. Staff recognise and value the strengths of all students and offer a framework for teaching the personal, social and emotional skills.



## **Aims of the 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 behavior.
- 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.
- To support all pupils, regardless of race, gender, creed or disability, in a similar and consistent manner.
- 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.



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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**

Any system could be seen with both a positive and negative spin and we strongly believe that the positive relationships staff build with pupils on a daily basis are key to supporting behaviours in children. The majority of our children are extremely well behaved, and we would want to continue to celebrate this through the many positive strategies we have in place.

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.



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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 showing good listening behaviour
- Walk around the school to avoid accidents
- 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 behavior**

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 right choice raffle tickets (KS2).
- House points are awarded for positive behaviours, attitude and work ethic. Points are totaled on a weekly basis and shared with children. The winning house enjoys a house party each term.
- Individuals in EYFS, Key stage 1 and 2 are recognised in sharing assembly each week with achievement awards.
- EYFS and 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 a 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 EYFS and KS1 there are achievement awards which are given to the younger children weekly.
- Head Teacher Reward postcards are sent to child's home address in circumstances of exceptional behavior.

## **Misbehaviour**

There may 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. As an inclusive school, we recognise the need in certain circumstance to modify sanctions for SEND or the most vulnerable pupils

## **Sanctions Minor Incidents**

Pupils in KS1 and KS2 follow the school's Behaviour Management System to deal with the majority of minor classroom incidents. This is discussed with pupils at the beginning of the year. 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
- Contact with parents if a behavior persists
- 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 behavior**

- 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 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. 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 or adults
2. Aggressive threats/language (verbal) - peers or adults
3. Inappropriate language to peers/adults
4. Willful damage to school/pupils' property
5. Inappropriate touching of adult-sexual behaviour
6. Stealing
7. Actions which may cause damage to others
8. Constant and significant disruption to class/teacher
9. Racist comments
10. 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 (Appendix 2).

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 each teaching session.

The Headteacher/Deputy 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 Educational Psychologists etc.

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

## **Behaviour Monitoring**

Class teachers will record the more significant behavior incidents on the school CPOMs system. These will include significant incidents, where parents have been informed or persistent low-level instances where staff feel a pattern may be emerging. Behaviour will be monitored by SLT on a half termly basis to review instances and consider any trends / necessary actions.



## *Appendix 1*

### **Westfield's Emoji Behaviour System**

- The following system is displayed and used in all classroom and teaching spaces throughout school:
- The 😊 emoji is to represent all children in the class and is a happy positive expression as this is where we believe the majority of children work.
- Displayed above this is the thinking emoji 🤔 with a thought bubble. If a pupil's behaviour falls below staff expectations, staff can invite that pupil to think about their behaviour and add their initials to the thought bubble.
- As the child modifies the behaviour, the child can be praised and the initials removed.
- Should the behaviour continues the member of staff would speak to the child at the end of the session and there may be a consequence if appropriate.
- Initials are automatically removed at the end of each session, meaning each lesson begins with a fresh start.
- Staff know their classes best and may identify a minority who may need a different, more personalised approach – e.g. vulnerable or SEND pupils.
- Teachers identify patterns of behavior and may make minor adaptations to ensure the child is fully supported.



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## Appendix 2

NAME: A. Pupil MONTH: March YEAR: 2019

### Target

Play appropriately to avoid hurting any other child

	MON: _	TUES: _____	WED: _	THURS: _	FRI: _
LESSON					
BREAK					
LESSON					
LUNC					
LESSON					
BREAK					
LESSON					