

West Green Primary School Behaviour Policy

“Respect, Equality and Kindness”



- Policy Approved by the FGB on **12TH October 2023**

Our Values

At West Green we value:

- positive attitudes to learning
- consideration and empathy for the wellbeing of others
- respect for all members of the community regardless of race, religion, culture, age, gender, disability or sexuality
- self-discipline and a sense of responsibility
- honesty and courtesy
- a pride in the school community and the environment
- positive responses to the instructions of adults

We expect children to behave well and treat others in a kind manner in line with the school's values. Following our policy creates a safe environment in which all pupils can learn and reach their full potential.

Introduction

We believe that children behave best when they are engaged in their learning and they feel valued and safe. **The ability to behave appropriately is not only necessary for effective learning to happen, it is also a life skill that children will need when they grow up and move beyond the school.** Therefore, at the core of our behaviour approach is the idea that children should be encouraged to take responsibility for their own behaviour and understand what is and is not appropriate in different situations.

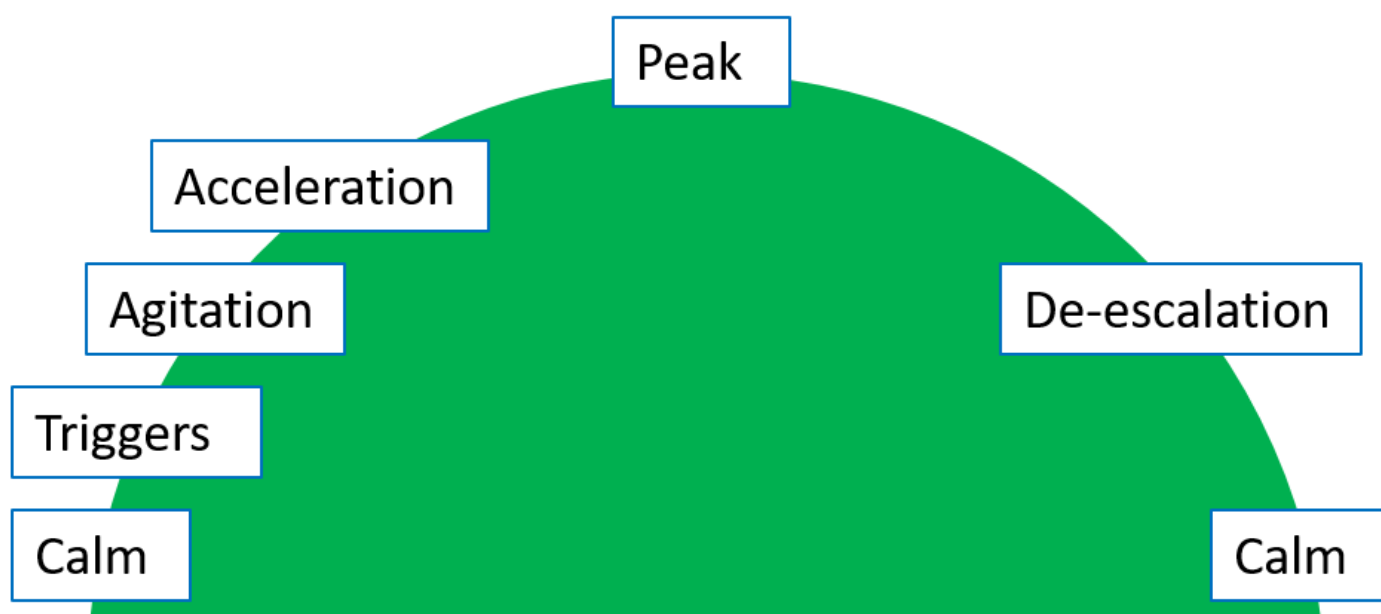
We also understand that behaviour is a two way street. Adults in the school will endeavour to always treat children with respect, fairness and kindness so that children learn that those qualities are valuable.

Effective Behaviour Management

At West Green we take an approach that shows we are emotionally literate. Tone of voice, facial expressions, the stance we take, how close we are to a pupil when dealing with them can all affect how the pupil perceives that interaction. The child's emotions will be taken into account and we will show awareness of how not to escalate situations.

Understanding children and adults emotions (including our own), requires that we understand that different parts of a cycle of stress will respond to different approaches.

- Children who are calm are most ready to learn. They respond to praise, rewards and logic.
- Children at the trigger stage may respond to re-directions strategies.
- Children who are at the peak of a negative response need simple instructions and requests.
- Children at the de-escalation stage often need space to become calm again.



Effective behaviour management strategies include:

- Regular use of praise and rewards
- Explaining clear expectations and not changing them
- Keeping the voice calm
- Minimising the use of a raised voice
- Explaining the need for systems and routines

- Understanding that when staff emotions escalate, this will lead to the same in children
- Giving behaviour reminders by moving in close to a pupil rather than making announcements in front of the whole class
- Moving in and moving out again
- Standing side on, and/or crouching down to talk to children
- Not demanding eye-contact
- Allowing time for understanding and compliance
- Adapting the approach used when things start to escalate
- Understanding the need for time to 'cool down'
- Accepting children back after incidents without re-escalating them

Children are not expected to be silent except when listening to teaching, assemblies or instructions from staff. Even then, insisting on complete silence can be unrewarding and time consuming. Children should line up and walk around school in a quiet and orderly way on the left of the corridor. Fire drills are expected to be as quiet as possible within the context. Teachers will work with children to make them aware of an acceptable level of noise for the environment or situation.

Staff will apply rewards and sanctions in a fair and consistent way. Effort will be made to ensure children who may be in danger of going unnoticed are praised equally. It is acceptable to give rewards purely for consistent good behaviour. Due care and attention should be given to the legal duties under the equalities act in respect of safeguarding and in respect of pupils with SEND.

Pupils are expected to adhere to the school's expectations and routines as part of good behaviour. These are captured in various documents and the website and include such areas as correct uniform, punctuality and so forth.

The Role of Leaders

The school's leadership team plays an important role in setting and maintaining standards of behaviour in the school.

Key actions are:

- Being visible and actively supporting colleagues in maintaining good behaviour.
- Communication behaviour expectations to all stakeholders
- Providing training for staff
- Engaging with support from outside the school

The Role of Teachers and Other Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school.

The Role of Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes, including those who join the school mid-year. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school behaviour values, and should contribute to the school culture.

From time to time pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of this behaviour policy.

The Role of Parents

The role of parents is crucial in helping schools develop and maintain good behaviour, and supporting the school's behaviour policy. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

The school reinforces the collaborative approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour and encouraging parents to celebrate pupils' successes.

Rewards and sanctions that are applied across the school:

Rewards and sanctions are mostly used sequentially, but staff should see these as flexible. They are not rigorous steps to go through.

Rewards

- Praise
- Stickers and other rewards personal to the class teacher
- Star Chart*
- Positive comment to parents
- Head Teachers Award (sent to HT or DHT office)
- Certificates and awards (given out in celebration assembly)

*20 stars earns a bronze award given out in celebration assembly, 40 earns silver, 40 gold and 40 platinum. Children also receive a book token for the platinum award. A list of these children will be shared in the school newsletter.

Sanctions

Sanctions must be applied in a proportionate, lawful and fair way.

- Verbal reminder
- Warning/ move places in the classroom
- Time out in buddy class/ miss playtime
- Classteacher contact parents
- Sent to Deputy Head or Head Teacher (removal from the classroom)
- Head or Deputy contact parents/carers

Following any sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

Staff Supporting Each Other

In some cases the teacher and the child may both need time out. Upon the child's return to the class apologies should be accepted graciously and the child allowed to show they are going to behave.

Staff are supported by Year group buddies where time out is needed.

Children are not sent to stand in the corridor, 'buddy classes' are used instead. Buddy classes are as follows: Y5 and 6, Year 3 and 4, Year R, 1 and 2.

The senior leadership team also supports good behaviour in the classroom, and staff should understand that this support is there if they need it.

Staff should understand and reflect on when support is needed with incidents and make use of it.

Senior Leaders available to support with classroom behaviour are:
Sally Chapman (Acting Headteacher), Emilia Marshall(Acting Deputy Headteacher).

If they are unavailable the following staff can be consulted:
Jane Andrews (SENDCo), Kayleigh Whitlock (Middle Leader), Jess Brotherton (Middle Leader).

The school's governing body also supports the development and maintaining of good behaviour in the school through regular monitoring visits and governors meetings.

Regular training for staff complements ongoing support given by senior leaders. The schools policy is revised and shared annually with pupils, parents, staff, and governors.

Routines and Adjustments

Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out below. Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Intervention

Most pupils will need very little in the way of intervention to correct poor behaviour. A few may need specific support in order to meet the required standard. Possible interventions are:

- Extra verbal reminders and praise
- Making other staff aware (beyond the teacher and usual TAs for that class) so that extra monitoring can occur
- A behaviour report shared with parents
- A behaviour plan
- A Pastoral Support Plan
- Regular meetings with parents
- A reduced timetable
- Support from outside agencies such as the behaviour support team or outreach from the APC
- Reintegration strategies for returning to the classroom and usual routines

Detentions and Isolation

The school does not make use of a structured detention system or impose detentions outside of school hours. Teachers are free to detain pupils during break and lunchtime in order that they complete work or as a sanction in order that appropriate discipline is maintained.

On occasion, pupils may be isolated in the deputy or head teacher's office. This is used as a short term sanction, or where their behaviour poses a risk to the effective education of the other pupils.

Removal

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The school defines removal as an occasion where a pupil has had to be removed from the classroom for reasons of behaviour.

This does not include short behaviour discussions with children or investigations into incidents carried out either by the head or deputy head in their offices. The small nature of the school building means that often these spaces are valuable for these types of discussion, and these times are not classified as 'removal'. **In other cases, parents**

should be informed on the same day that their child has been removed from the classroom. Where appropriate, other professionals working with the child should also be informed.

Removal should be distinguished from the use of separation spaces (Such as one of the group rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Removal should be for an appropriate length of time according to the nature of the behaviour and the needs of the child. It is usual for Senior Leaders to return the child to class and have a brief conversation with a member of staff and the child where practical.

Following any sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

Children with Special Educational Needs / EHCPs

The school promotes high standards of behaviour for all pupils, and provides support to pupils so that they can achieve this.

Children with different needs may need specific approaches to dealing with their behaviour. These can be recorded on a behaviour plan, or on their EHCP. Staff should be familiar with how to respond to children they may encounter (often shared at a staff meeting), and should also help other children to understand that when children with varying needs are dealt with by staff in a different way, this is not unfairness.

Senior leaders in school take the lead on making sure that appropriate adjustments are made in order that legal duties are fulfilled, staff understand how to meet differing needs through a range of strategies, and all so that children can achieve.

As part of meeting any of these duties, staff should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

CPOMS

Incidents of poor behaviour are logged on the schools CPOMS system where staff feel this is needed. Staff are free to exercise their professional judgement as to whether incidents are serious enough to record. More serious lunchtime and breaktime problems are reported by staff on duty so that teachers can follow these up at a suitable time.

Staff should record these incidents with care, so that they can be understood at a later time. The record should include sufficient detail about what happened. How this was followed up, and a note of actions, decisions and outcomes should also be recorded.

Safeguarding

The schools behaviour policy is an important aspect of the school's overall safeguarding approach. Good behaviour management supports the whole school community to keep children safe. Staff should endeavour to find out what is at the root cause of poor behaviour by ensuring that children have a voice. Children may be affected in their behaviour by any number of factors in school, home and the wider community, and should always feel safe in communicating their concerns to staff. Staff should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm, and respond appropriately in line with the school's safeguarding policy.

Bullying, Cyberbullying and Discrimination Against Protected Characteristics

The school does not tolerate any sort of bullying or discrimination, and actively seeks to prevent it occurring. Bullying incidents and alleged bullying incidents are logged, as are incidents of discrimination against persons due to protected characteristics.

Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Incidents of this nature are fully investigated by the school's senior leadership team and appropriate action taken.

The schools anti-bullying strategy:

- Regular discussions by class teachers regarding correct behaviour and respect for others
- Assemblies that address concepts of right and wrong
- Timely investigation of bullying concerns
- A proactive approach by staff in identifying possible bullying
- Care taken when seeking the views of particularly vulnerable pupils
- Effective communication with parents of both perpetrator and victim
- A collaborative approach to prevention working with all stakeholders.

Mobile Phones and Online Behaviour

Children who bring a mobile phone to school are required to switch it off and hand it in at the start of the day for safekeeping by the class teacher. The school educates children in appropriate behaviour online. From time to time, online behaviour at home

can affect children in school – for example through unkind messages that have been sent by peers. The school works with parents and children to resolve these issues.

Child-on-Child Abuse

The school ensures staff are aware of their responsibilities regarding child-on-child abuse through regular safeguarding training. Child-on-child abuse broadly encompasses physical abuse, sexual abuse and bullying. The school educates children that these forms of behaviour are unacceptable and seeks to eliminate them from school life.

Suspected Criminal Behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the Headteacher or Deputy Head should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and staff should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, staff should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Policy for Extreme Behaviour:

Extreme behaviour is defined as follows:

- Definite physical violence (as opposed to pushing around etc...)
- Swearing at adults
- Definite racism or discrimination such as against a pupil with a disability or special needs
- Inappropriate sexual behaviour including threats
- Sustained inappropriate behaviour at lunchtime or breaktime
- Being a danger to themselves or others
- Disruption in lessons that cannot be controlled by other means
- Inappropriate online behaviour
- Refusal
- Child-on-child abuse

How extreme behaviour is dealt with is at the discretion of the Head or Deputy.

Sanctions may include:

- Recording the incident formally (CPOMS)
- Excluded from class for the lesson
- Excluded from breaks or lunchtimes for a set period of time.
- The parents of the pupil will often be contacted, depending on the severity of the incident.

At this stage a behaviour plan/ risk assessment may be considered and a consultation request made to WSCC if appropriate. Counselling may also be requested if not already in place.

For many pupils these stages will be sufficient, however if they do not prove successful the following further steps will be taken as appropriate:

- Exclusion from lunchtimes
- Part-time timetable
- Fixed term suspension
- Permanent exclusion or managed move

The parents of the pupil will be contacted regularly to inform them of the behaviour of the child and any progress towards targets.

The use of force to control or restrain pupils

The use of reasonable force to control or restrain pupils will only be used by trained teaching staff and, where there is a serious risk of injury, by other adults authorised by the head to have control or charge of pupils. Reference should be made to our Positive Handling Policy.

The use of reasonable force will only be used when a pupil -

- puts him/herself or others at risk of injury
- causes serious damage to property
- causes serious disruption
- refuses to respond to other behaviour management strategies.

The use of reasonable force will be used as a last resort or to prevent injury and should be avoided wherever possible. Prior to the use of reasonable force, staff should:

- employ other strategies
- seek assistance from Head, Deputy or other member of staff
- give a verbal warning that force may have to be used

The application of force should never be used to punish or be likely to cause injury but only as a preventative measure and only the minimum needed to achieve the desired result.

Acceptable methods would be -

- physically interposing between two children
- blocking a pupil's path
- holding
- guiding by the hand or arm

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Where the use of force has been necessary, a full report must be made on CPOMS. Use the format 'they did, I did' to provide clarity of the sequence of

events. State the situations that led up to the response, why the response was made, why it was proportionate, and how it deescalated. Parents/carers will then be informed.

Review and Risk Assessment

Where poor behaviour has caused a disruption to learning or a danger to anyone in the school, staff should reflect on what happened and take steps to reduce the likelihood of it reoccurring. Incidents should be reviewed and intervention steps taken to manage this following a risk assessment (which may be verbal, or recorded on a behaviour plan).

Searching

It is the school policy that the Headteacher or Deputy Headteacher can search without pupil consent for any of the banned items mentioned below. These members of staff can appoint a representative to search for items on their behalf. Searches must be witnessed by another member of staff. The headteacher may not require any other member of staff to undertake a search if they refuse. The rights of the child to personal privacy will be taken into account when deciding whether or not to search. Searching a child will not be handed over to an outside agency without fully clarifying the legality and schools responsibilities, including acting as a witness, first.

List of banned items:

- Weapons, improvised weapons and weaponised items
- Knives of any sort
- Cigarettes, vaping devices and related items
- Illegal drugs
- Medication not allowed to be carried by the pupil according to school policy (the exception being asthma inhalers, by parent agreement)
- Alcohol
- Lighters, matches and other fire-starting materials
- Pornography
- Age-restricted material
- Fireworks
- Items of any other kind not listed which are restricted by law
- Any item reasonably suspected to be intended to be used to be used to commit an offence or cause damage
- Stolen items
- A device believed to have inappropriate content stored on it, or evidence of inappropriate content posted or viewed online

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The age and needs of the child will be taken into account when searching for items. The school also uses the document 'Searching, Screening and Confiscation – Advice for Schools, DFE July 2022', and that document should be read in conjunction with this policy.

Confiscation

Teachers can confiscate items belonging to children if they feel they are unsafe, or present a hindrance to learning or good discipline. These should be returned to the child at the end of the day, or to the parent if more appropriate. Weapons, knives, and drugs are to be handed over to the police, and other items on the list above should not be returned to a parent without consultation with the head or deputy.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Discipline outside of school

Teachers are allowed to discipline pupils outside of school where this is in the best interests of maintaining the general behaviour of pupils and the image of the school.

This includes: When taking part in any school organised activity, travelling to or from school, whilst wearing school uniform, and misbehaviour at any time where the behaviour poses a threat to another pupil or a member of the public, or where the orderly running of the school or its reputation would be at risk.

This often takes the form of a verbal warning or reprimand, but the full range of school sanctions can be used in school in response to out of school behaviour if appropriate.

DFE Guidance

This policy has been written with reference to the DFE documents:

- Behaviour in Schools – Advice for Headteachers and school staff, DFE July 2022
- Searching, Screening and Confiscation -advice for schools – DFE July 2022
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – DFE September 2022
- Use of reasonable force. Advice for headteachers, staff and governing bodies - DFE July 2013
- The Equality Act 2010 and schools - departmental advice for school leaders, school staff, governing bodies and local authorities – DFE May 2014
- Keeping Children Safe in Education - DFE September 2022
- Special educational needs and disability code of practice: 0 to 25 years
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities – DFE January 2015