



Westfield Primary Academy
Behaviour and Discipline Policy

Date Approved	December 2016
Signed	
Minuted	December 2016
Date of Next Review	October 2018

The Core Values of Westfield Primary Academy

Courage

We are strong and brave in all our challenges

Excellence

We aim to be the best that we can be

Determination

We believe in success – we try, try and try again

Respect

We care for ourselves, each other and the environment

Inspiration

We explore and take ideas from the world around us

1. Introduction

At Westfield we help children to become positive, responsible and increasingly independent members of the school community. We believe that emphasising positive, desired behaviour can marginalise undesired behaviour. We also believe that discipline is a team effort involving all staff, pupils and parents. In order for our Behaviour Policy to be effective we feel that it is necessary for all adults, including staff, parents, governors, visitors and pupils to present themselves as positive role models. In all interaction adults model the behaviour that they expect pupils to show towards them and to each other.

2. Aims of this policy

- ✓ To create a learning environment which encourages and reinforces positive behaviour.
- ✓ To recognise acceptable standards of behaviour.
- ✓ To develop positive relationships, self-esteem and self-discipline.
- ✓ To ensure that the academy's expectations and strategies have clarity and are understood.
- ✓ To encourage the involvement of home and school in the implementation of this policy.

We consider that:

- ✓ All pupils have the right to learn and play in a friendly, helpful and safe environment.
- ✓ Parents have a right to feel welcome and that their children are safe and well cared for.
- ✓ Staff have a right to feel safe and to be treated with courtesy and respect.

At Westfield we believe:

- ✓ Working together with families is the most effective way of helping pupils to learn and to behave in a positive way.
- ✓ Behaviour is learned in the same way as any other attitude or skill and children need to be taught.
- ✓ Learning to behave appropriately and to gain social skills is a very important part of children's social, personal, and emotional development.
- ✓ Supporting 'behaviour for learning' helps pupils to become social, confident and independent learners.

3. Our expectations for positive behaviour

3.1 Reward System

We encourage the positive behaviour and attitudes of our pupils at all times. This is so that parents, children, governors and teachers can all work together to be proud of Westfield Primary Academy.

Pupils are awarded medal tokens which are entered onto medal cards. These tokens are rewarded in relation to the 'Core Values':

- Courage
- Determination
- Respect
- Inspiration
- Excellence

Once a pupil completes a grid on their medal card they will receive a medal certificate. Pupils medal tokens will also contribute towards their house team score; each term the winning house takes part in an activity chosen by the Westfield School Council.

Fitting in with the academy ethos, we take pride in rewarding pupils with tokens and certificates. This is reinforced by positive comments from parents, staff and governors, as pupils achievements are celebrated during assemblies and when they are walking around the academy.

All members of staff and governors may award medal tokens, supplies of tokens are available from the staffroom. Pupils with completed medal cards will receive their medal certificates in our Friday 'Celebration' Assemblies these are attended by staff and parents to acknowledge and celebrate the achievements of pupils.

3.2 Academy Rules

The academy rules are intended to encourage positive behaviour around the academy and in the classrooms. These are discussed and agreed in whole school assemblies. Rules are **always** positive – they show what we do rather than what we don't.

The Westfield Code of Conduct

- Be kind
- Be safe
- Be responsible

Academy Rules are reinforced through daily routines. These will be reinforced and explained periodically in our assemblies. These rules are at the heart of our ethos and academy values. Parents are made aware of the ethos and rules as they work with us in reinforcing the expectations with their children.

Teachers will talk about rules with their class, and complement them by making up a set of class rules. All 'class rules' must be positive. Children will be involved in making the class rules and recognise why rules are made.

3.3 Behaviour Management for pupils

All pupils will be taught the following steps, remembering what to do if someone is annoying or upsetting them:

1. **Ignore** them;
2. Ask them to stop, (**say "stop that, I don't like it, because..."**); tone of voice should be firm but friendly and not confrontational; walk away;
3. **Talk to an adult** and ask for some help/support;

3.4 Behaviour Management for staff

When managing behaviour all staff will:

- a) Remain positive
- b) Show respect, never 'put the child down'; model tone of voice as firm but friendly;
- c) Give simple rule reminders 'Be kind, Be Safe, Be Responsible'.
- d) Use "I" statements wherever possible, rather than "you" i.e.: "I would like you to"
- e) Give simple brief instructions, always courteous, finishing with "thanks".
- f) Give simple choices i.e.: "in your bag or on my desk, thanks";
- g) Use casual or direct questions - avoid "why", use "what" i.e.: what are you doing/what should you be doing?
- h) Use the following statements "I've asked you once, now I'm asking you again, I do not expect to ask 3 times";
- i) Do not put yourself in a confrontational situation;
- j) Tactically ignore secondary behaviour, then follow it up with the child later, i.e.: "I noticed that you I don't behave like that towards you and I don't like it when you do that to me, I don't expect you to do it again";
- k) State the obvious and be positive: "I can see that I'd like to see " ;

3.5 Strategies for managing misbehaviour

A minority of pupils experience difficulty in settling to their learning or following the Westfield Code of Conduct. **We disapprove of the behaviour – not the child.** When situations arise anywhere in the academy where pupils have not followed the code of conduct, the following procedures take place in all classes using the 'Good to be Green' policy:

- Staff remain positive and calm
- Employ tactical ignoring (eg. Praising appropriate behaviour of other pupils)
- Establish eye contact
- Give a verbal reminder of expected behaviour– whilst on a green card
- Give a warning card, with repeated reminders of expected behaviour – yellow card
- Consequence is given – red card

If a pupil changes their behaviour during the session they have the opportunity to work their way back to green. However if a consequence is in place by the end of the session, the pupil will

complete a consequence session during the following break time or lunchtime period monitored by members of middle/senior leaders.

Any consequences given, parents are informed by the class teacher during the day. If the incident involves another pupil their parent is informed of the consequence that has taken place.

SOS cards will be sent immediately to the Key Stage Leader/SLT in the case of serious violence (verbal or physical), swearing at adults/children, severe disruption to the learning or where the safety of others is at risk. Senior Leaders will assess the situation and take further action. (see appendix 2)

For persistent misbehaviour, the pupil will be placed on report if they have received more than 3 consequences within 5 days, the Inclusion Officer will be informed. The behaviour report process will arise in partnership with members of staff, the pupil and the parent. Parents are involved at every stage of the process from initial agreement, mid-stage checking to the final solution. As necessary, charts are sent home if parents cannot attend progress meetings. Completed charts may be taken home by pupils and photocopies must be retained in the pupil's section of the 'Good to be Green' class folder monitored by the Inclusion Officer .

Behaviour Report Cards are monitored by the Inclusion Officer from the start of the process through to the finish. Once a pupil has received 3 consequences the parents will be invited into the academy to meet with the teacher and pupil.

The pupil will be placed on a Stage 1 Report Card to be reviewed in a week's time with teacher and parent. If necessary, this process will be repeated for another week.

If no improvement is made the pupil will move to a Stage 2 Report Card. At this stage the Key Stage Leader, Class teacher, parent and pupil will meet to set up the report card to be reviewed at the end of the week. The pupil reports daily to the Key Stage Leader, the class teacher updates the parent. If the pupil completes a successful week they return to a Stage 1 card, if not they repeat for a further week.

If there is no improvement after two weeks a meeting is arranged between the Deputy Headteacher, Teacher, Parent and Pupil to set up a Stage 3 Report Card to be reviewed at the end of the week. The pupil reports daily to the Deputy Head teacher, the class teacher updates the parent. If the pupil completes a successful week, they return to a Stage 2 card.

If no improvement is made the pupil will move to a Stage 4 Report Card. At this stage the Head teacher, class teacher, Parent and Pupil arrange to meet to set up the report card to be reviewed at the end of the week. The pupil reports daily to the Head teacher, the class teacher updates the parent. If the pupil completes a successful week they return to a Stage 3 Card, if not they repeat for a further week.

If the above strategies are found to be unsuccessful, a meeting will be held between the Head teacher, teacher, parent and pupil and with the involvement of outside agencies. The head teacher reserves the right to exclude a pupil as a last resort.

3.6. Strategies for managing misbehaviour at lunchtime and playtime

- Verbal reminder given of expected behaviour
- 2nd reminder given: to be within the playground area
- 3rd reminder/time out: time out to be with a MDA

- Consequence: if problem persists - child misses the remainder of their playtime, being placed in the 'Good to Be Green' zone outside the staff room.

All consequences will be recorded by MDA's, passed onto class teachers and filed in behaviour files.

4. Restraint and removal

4.1 Guidelines issued by "School Safe" will be followed by all staff. If a pupil is out of control and is a danger to other members of the class, that class should be removed to a safe place, leaving the angered pupil to calm down, pupil should not be confronted. If necessary equipment can also be removed. Pupil should be in eyesight of an adult in order to monitor safety. A member of the Senior Leadership Team should be notified. Restraint should be used only in extreme cases where the pupil is in immediate danger. Parents to be notified. DfE guidelines to be followed throughout.

(Necessary training is completed by all staff on a calendar cycle)

4.2 In line with School Safe guidance, if restraint or removal is used it will be:

- Reasonable
- Necessary
- Proportionate
- A last resort

5. Bullying

5.1 DfE definition: "Bullying is a sustained, systematic and focused attack of a physical or mental nature from one or more pupil(s) to another of a weaker disposition".

Bullying will not be tolerated in any form. Any report or case of bullying will be thoroughly investigated and followed up promptly. Parents will be informed and involved in any remedial action. If bullying is suspected there are a number of steps that follow:

- 1) Ensure that the child is safe, remove from the situation;
- 2) Talk to the child and reassure; teach how to report to an adult in school and ask for support (if necessary setting up a "buddy-system");
- 3) Speak to the perpetrator and ensure they understand the effect their behaviour is having upon another child at our school and what the consequence of this behaviour will be;
- 4) Try to ascertain why the child has become a target for bullying, and reduce the reasons if possible, looking out for "flash-points";
- 5) Bring the two parties together, with adult support, giving the perpetrator the opportunity to put right what has happened and to reassure the victim.

5.2 Parents are kept informed by the class teacher and their support is asked for when setting the consequences. All staff are also informed and asked to monitor and inform if there are any continued concerns.

5.3 If necessary and appropriate, support and advice is sought from the community police support officer.

6. Exclusions

6.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher has the power to exclude a child from school. The Head may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head may exclude a child permanently in a response to a serious breach or persistent breaches of the school's behaviour

policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

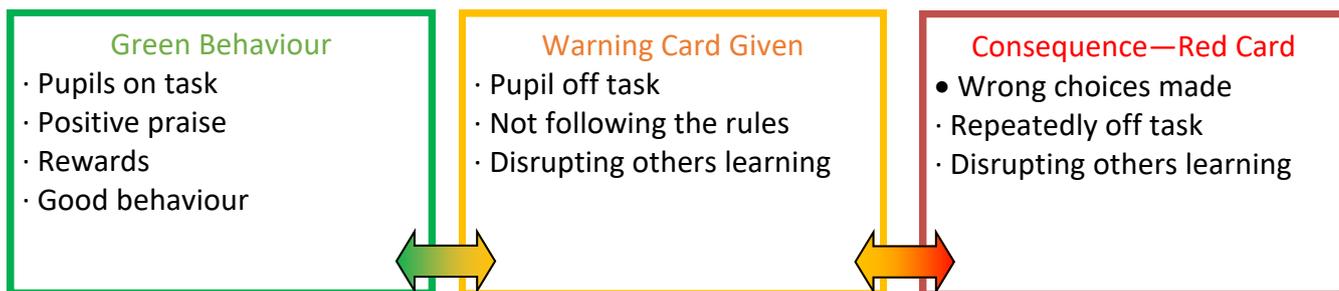
- 6.2 If the Head excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 6.3 The Head informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 6.4 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head.
- 6.5 The governing body forms an ad hoc discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstance in which the child was excluded, consider any representation by parents and the commissioning authority, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head must comply with this ruling.

7. Inclusion

- 7.1 This policy is relevant to all pupils and staff at Westfield Primary Academy. Support will be provided to all children, regardless of their ability, gender, race or belief, helping them to manage their behaviour and develop an understanding of rights, rules and responsibilities. All staff will provide learning opportunities matched to the individual needs of children.
- 7.2 Special Educational Needs - certain behaviour patterns may highlight a child's special educational needs. At Westfield we provide ongoing support and intervention programmes for children with difficulties that manifest themselves in negative behaviour patterns. This support is identified on the SEN Provision Map and Pupil Progress Records. If necessary, additional support is provided to the school and child through outside agencies.

September 2016

Westfield Primary Academy Positive Behaviour Management Guide



Remember..
 Be positive, praise children who are following the policies.
 Address the behaviour not the child.
 Give take up time and frequent reminders to support children in making the right choices.

If pupil remains on a consequence at the end of a session they will complete a consequence in the next break or lunchtime period.
 Parents of both the perpetrator and the victim are notified by the class teacher.

SOS Card

Where a pupil has committed serious physical violence against adults and children, swearing at adults or children, severe disruption to the learning of others or where the safety of the child or others is at risk, staff should use the SOS card to request the immediate support of the key stage leader. SLT will then consider the incident and take further action.

3 Repeated Consequences (in 5 days) or serious incidents leads to I.O. being notified and the pupil being placed on report.

Stage 1
 Teacher/Pupil and Parent arrange meeting to set up the report and a review at the end of the week.
 If pupil completes a successful week, finish the card and take the pupil off report. If not repeat for a further week.
Parent given daily update by class teacher.
IF after 2 weeks on Blue Card behaviour does not improve Key Stage leader notified and pupil moves to stage 1

Stage 2
 Key Stage Leader, Teacher/Pupil and Parent arrange meeting to set up the report and a review at the end of the week. Pupil reports daily to Key Stage leader to check report. **Parent given daily update by class teacher.**
 If pupil completes a successful week, return to Blue card, If not repeat for a further week.
IF after 2 weeks on a Stage 2 card behaviour does not improve Deputy Headteacher notified and pupil moves to a stage 3 card

Stage 3
 Deputy Headteacher, Teacher/Pupil and Parent arrange meeting to set up the report and a review at the end of the week. Pupil reports daily to Deputy Headteacher to check report. **Parent given daily update by class teacher.**
 If pupil completes a successful week, return to Green card, If not repeat for a further week.
IF after 2 weeks on a stage 3 card behaviour does not improve Headteacher notified and pupil moves to a stage 4 card

Stage 4
 Headteacher, Teacher/Pupil and Parent arrange meeting to set up the report and a review at the end of the week. Pupil reports daily to Headteacher to check report. **Parent given daily update by class teacher.**
 If pupil completes a successful week, return to Orange card, If not repeat for a further week.

CLASS TEACHERS ARE RESPONSIBLE FOR KEEPING THE CARDS AND ENSURING THEY ARE COMPLETED.
AT THE END OF THE WEEK, THE ORIGINAL IS GIVEN TO THE PARENT, COPIES ARE MADE AND PUT IN THE CLASS BEHAVIOUR FILE AND GIVEN TO THE KEY STAGE LEADER.

If a pupil continues to misbehave further steps will be taken at this stage

Appendix 2

Guidelines for Persistent Misbehaviours

<u>Action</u>	<u>Consequences</u>
<p>Aggressively swearing at an adult or child Physical violence Severe disruption to the class Safety of child or others at risk Leaving the school premises without consent Vandalism Throwing furniture Throwing stones or objects at a person or property Actions that effect the health, safety, welfare or learning of members of the school community</p>	<p><u>Stage 1 (Infrequent, one off instances)</u> Parent is informed – formal meeting with Key Stage Leaders to discuss how to support pupils needs. Isolation for ½ day. Blue report card actioned.</p> <p><u>Stage 2 (Repeated for the second time)</u> Parent is informed – formal meeting with Head teacher/Deputy Head teacher to discuss how to support pupils needs. Green report card actioned immediately. Isolation for 1 day.</p> <p><u>Stage 3 (Third time/Serious breach)</u> Parent is informed by Head teacher (Acting Head teacher) of fixed-term Exclusion. Orange report card actioned immediately.</p> <p>Further breaches of the schools behaviour policy will result in extended fixed term exclusions. Purple report card actioned immediately.</p> <p><u>Stage 4 (Persistent breaches)</u> If persistent breaches, of the school's behaviour policy occur this will result in a permanent exclusion.</p>