



## **Westbourne Primary School Behaviour Policy**

**“We are committed to working with parents and carers, welcome their involvement and look for their support in ensuring good attendance, behaviour and hard work from the children.” (School Vision)**

### **Rationale:**

The ethos of our school is founded on “working together”. The principles of Investors in Pupils and the curriculum of PHSE (Personal, Health and Social Education) support the Behaviour Policy in school. We manage behaviour within the overall ethos and values of the school as described in the school vision statement. The policy promotes spiritual, social, moral and cultural expectations (SMSC) which incorporate an understanding of fundamental British values.

At Westbourne Primary School we aim to encourage good behaviour by developing positive partnerships between home and school. Children are expected to behave appropriately, in a sensible and responsible manner. We expect that children show respect for others, both in school and the wider community.

We appreciate that children are individuals and that some ways of dealing with particular children’s behaviour will be more appropriate than others. This policy is a framework within which all may be treated in a fair and consistent way.

### **Introduction:**

The school fully recognises its responsibility for child protection and safeguarding. We recognise that all adults working with or on behalf of children have a responsibility to protect them. This policy works alongside our safeguarding policies and procedures to ensure this duty is met.

### **Aims:**

We believe that every member of the school community should feel valued and respected, and that each person should be treated fairly and well. The school behaviour policy is designed to support the way in which all members of the school community can work together in a positive way. The policy aims to promote an environment where everyone can feel happy, safe and secure.

Every class has a code of behaviour and there are also clear rules that cover the whole school. This includes all activities on site and some activities off site (see page 3 “power to discipline beyond the school gate”). However, the primary aim of this policy is not to enforce a system of rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school rewards good behaviour, as we believe that this will develop an ethos of co-operation and consideration.

The school expects every member of the school community to behave in a considerate way towards others. We treat children fairly and apply the policy in a consistent way. The policy promotes good behaviour, rather than merely deterring anti-social behaviour.

### **The role of the teacher:**

It is the responsibility of the teacher to act as a role model and to ensure that the class rules are enforced in their class and that pupils behave in a responsible manner during the school day. The class teacher is expected to treat each child fairly and apply rewards and sanctions consistently. He/she is also expected to treat all children in school with respect and understanding.

The class teacher reports to parents about the academic progress and behaviour of each child in their class and, in addition, may also contact a parent if there are concerns about behaviour or welfare. The Leader of Learning should be informed in this situation.

If a child misbehaves repeatedly in class, a written record will be kept. In the first instance the class teacher will deal with such incidents in line with this policy. If misbehaviour continues, the class teacher should seek advice and support from the Leader of Learning.

All serious incidents will be reported to the Leader of Learning and logged on an incident form.

The class teacher may liaise with the Leader of Learning, Inclusion Manager or external agencies as necessary to support and advise on serious misbehaviour.

### **The role of the Senior Leadership Team (SLT):**

The SLT are expected to ensure the behaviour policy and procedures are implemented consistently. They promote good behaviour and respond to poor behaviour wherever it occurs in school.

The SLT supports teachers in following this policy and liaising with parents on behaviour matters.

The SLT may liaise with external agencies as necessary to support and advise on serious behaviour.

The SLT is responsible for ensuring that behaviour incidents are logged in a timely and appropriate fashion and are followed up according to school procedures (see Appendix 3).

### **The role of the Head Teacher:**

It is the role of the Head Teacher to implement the school Behaviour Policy consistently across school, report to Governors on the effectiveness of the policy and to provide the School Improvement Committee with a termly report on bullying. It is also the role of the Head Teacher to ensure the health, safety and welfare of all staff and children in the school.

The Head Teacher, in liaison with the SLT, supports the staff by implementing this policy, setting standards of behaviour and supporting staff in the implementation of the policy.

The Head Teacher has the responsibility for giving fixed term or internal exclusions to individual children for serious incidents. For repeated acts of anti-social behaviour or single very serious acts, the Head Teacher may permanently exclude a child. This final sanction is only taken after the Chair of Governors has been notified.

### **The role of parents:**

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.

We expect all parents to support their child's learning and to co-operate with the school by supporting this policy.

If the school applies reasonable sanctions to punish poor behaviour, parents should support the actions of the school. If a parent has a concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Leader of Learning or Head Teacher. If these discussions cannot resolve the issue, the parents should follow the school's complaints procedures (see website or ask at the school office).

### **The role of Governors:**

The Governing Body has the responsibility for setting out the school's expectations regarding behaviour and bullying. A statement of behaviour principles, agreed by the Governing Body, should be published on the school website with the Behaviour Policy.

A named Governor for behaviour will be appointed. The Chair of the Governing Body is informed of any permanent exclusions.

### **Behaviour strategies, rewards and sanctions:**

Each class has a code of conduct (class rules) agreed through discussion at the start of the school year. This is part of the Investors in Pupils scheme and linked with PHSE and SEAL (social and emotional aspects of learning).

Rewards and sanctions are consistently and fairly applied across each Key Stage. No sanctions are used without a pupil receiving prior warning of the consequences of their actions. Rewards and sanctions are discussed and reviewed with each Year Group at the start of each school year.

(See Appendix 1 for rewards and sanctions)

### **Serious misbehaviour:**

It may be that some behaviour requires immediate reporting to a member of SLT. Such behaviour might include verbal abuse of staff, non-co-operation, extremist comments or actions, fighting, dangerous conduct, causing deliberate injury, stealing, damage to property, bullying, racism, bringing unacceptable objects into school. (This is not an exhaustive list).

In the case of serious misbehaviour a personal behaviour plan may be drawn up, in which case parents/carers will be informed and involved. A referral may be made to outside agencies to support and encourage behaviour improvement.

As a last resort, a child may be excluded from school. This would be for a fixed period of time with the child being reintegrated, after the exclusion, with support from school and home. Official guidelines on exclusion would be followed throughout this process.

(See Appendix 3 for anti-bullying procedures)

### **Power to discipline beyond the school gate:**

The Governing Body confirm that the Head Teacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

- Pupils taking part in school visits;
- Pupils taking part in off-site activities;
- Pupils taking part in residential visits;
- Pupils travelling to and from school;
- Behaviour when wearing the school uniform in a public place.

### **Reasonable Force:**

On rare occasions, staff may have to use measures, including reasonable force, to prevent a pupil from committing an offence, injuring others or themselves, damaging property, or to maintain good order and discipline in the school.

(See Appendix 2 Guidance on Physical Restraint)

### **Powers of search:**

On extremely rare occasions it may be necessary to search for and confiscate inappropriate items which have been brought into school or stolen property. Searches will only take place following consultation with SLT and with an additional adult present. Any confiscated property will be retained and returned to parents or pupils as appropriate. This procedure is linked to the principle of ensuring the safety of all members of the school community.

### **Allegations of abuse:**

Allegations of abuse will always be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Safeguarding policies and procedures will be followed in all cases.

Serious action will be taken against any pupil who is found to have made a malicious accusation against a member of staff. This may include exclusion.

## **Associated documents**

Exclusions Policy

PHSE Policy

Child Protection Policy (including safeguarding)

Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools 2014

This policy will be reviewed every 3 years

## Appendix 1 Rewards and Sanctions:

### Promoting Good Behaviour

- Celebration and praise
- SEALs and Circle Time
- The school merit system and “helping hands (SEALs) can be used by all staff to recognise good behaviour.
- Assemblies are used to celebrate and promote good behaviour.
- All pupils in KS1-2 have attitude targets as part of their learning journeys. These contribute to overall class rewards.
- Class targets linked to Investors in Pupils (IIP) focus on encouraging and celebrating good behaviour.
- Individual pupil targets (IIP) set expectations of good behaviour.
- Raffle tickets at lunch times are used to promote good behaviour.

### Developing Pupils’ Responsibilities

- School Councillors contribute to behaviour policy and procedures
- At the start of each school year class rules are agreed and displayed in the classroom
- Older pupils are used to support good behaviour at playtime and lunch time
- Lunch time rules are displayed in the dining hall
- Class monitors are used to develop pupils’ sense of responsibility.
- Overall attitude criteria linked to Assertive Mentoring, are displayed in each base and used to inform Learning Journey targets.

### The range of rewards and sanctions:

(NB: for individual children where the standard behaviour rewards and sanctions prove ineffective a separate behaviour plan will be put in place and shared with parents.)

**No sanctions will be used without pupils receiving prior warning of the consequences of their actions.**

#### **Key Stage 1**

##### **Rewards**

- Golden Time
- Merits
- Praise
- Star of the Week

##### **Sanctions**

- Verbal warning
- Miss break/dinner play
- Isolation in class
- Speak to parents

#### **Lower Key Stage 2**

##### **Rewards**

- Praise
- Star of the Week
- Golden Time-banked-linked to the behaviour diamond
- Merit cards
- Raffle tickets, weekly prize draw

## **Sanctions**

- Verbal warning
- Isolation within class
- Miss break time
- Isolation in adjacent class
- Lunchtime detention (with member of LKS2 team, on a rota basis)

## **Upper Key Stage2**

### **Rewards**

- Raffle tickets
- Helping hands
- Merits
- Golden time (banked)

### **Sanctions**

- Two verbal warnings
- Traffic light card system- linked to behaviour diamond and assertive mentoring attitude criteria
- In-class isolation
- Isolation in another class
- Loss of break time

## **Appendix 2: Reasonable Force/Physical Restraint**

### **Definition of physical restraint at Westbourne Primary School**

Physical restraint is the positive application of force with the intention of protecting the child from harming themselves or others, or seriously damaging property.

Physical restraint covers a range of actions used by most teachers at some point in their career that involves physical contact with a pupil. It can range from a guiding hand to extreme circumstances such as breaking up a fight or restraining a pupil to prevent injury or violence. Physical restraint means using the minimum force necessary to defuse an incident. Restraint can be passive (standing between pupils or blocking a pupil's path), or active (leading a pupil away by the arm).

All the techniques used take account of a young person's

- age,
- gender,
- level of physical, emotional and intellectual development
- special needs
- social context

### **When to use physical restraint:**

- To remove a disruptive child from class if they refuse to leave
- To prevent a pupil leaving class when to do so would risk their safety
- To prevent a pupil from attacking other pupils or a member of staff
- To prevent a child from putting themselves, or others, at risk
- To defuse a disagreement in the playground or school buildings
- To prevent a child damaging property both inside and outside school
- To prevent a child committing a criminal offence

### **Physical Restraint Strategies:**

Before any physical restraint is used, all staff are aware of, and use, a range of positive support strategies to manage and de-escalate behaviour situations. For example:

- Behaviour charts
- Behaviour pyramid
- Learning plans
- Individual behaviour plans
- Social skills groups
- Nurture group support
- Calm down zone as chosen by the pupil
- Support from the Social Emotional Behaviour Team (SEBD)
- Time with a member of staff to debrief an incident
- Quiet time away from the incident/trigger

### **Appropriate force can include**

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm

- Shepherding a pupil away by placing a hand in the centre of the back
- An arm round a shoulder to 'gather, turn and guide'

This is not an exhaustive list. Teachers must use their judgement and experience when managing a situation. Staff are not expected to put their own health and safety at risk.

#### **When physical restraint becomes necessary:**

##### **DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what he/she must do for you to remove the restraint
- Use simple clear language
- Hold limbs above a major joint if possible, e.g. Above the elbow
- Relax your restraint in response to pupil's compliance

##### **DON'T**

- Act in temper (involve another member of staff if you feel loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against the joint
- Bend fingers or pull hair
- Hold the pupil in a way that will restrict blood flow or breathing
- Slap, punch, kick or trip up the pupil

#### **Reporting and Recording Incidents:**

Where physical restraint has been used, a record of the incident will be kept. This record is kept in the Physical Restraint book in the Head Teacher's office.

Appropriate documentation will be completed as soon as possible after the incident, prior to staff going off duty, and be signed by all staff involved and one of the following: Head Teacher, Deputy Head Teacher, Assistant Head Teacher, Inclusion Manager. Parents are invited into school to discuss the incident.

If physical restraint has to be used more than once, then a risk assessment and behaviour plan will be put in place to support the pupil.

#### **Staff Training**

The use of physical restraint will be a part of the Safeguarding and Child Protection Training that takes place at the start of every year. New members of staff will have this training as part of their induction.

**It must be noted that physical restraint is never used as a punishment. It is never used to search for items that school has banned as part of the school rules.**

## Appendix 3 Anti Bullying Procedures:

### All Staff

The Anti-Bullying Systems in school.

The Leadership Team have discussed and revised the Anti-Bullying systems and procedures that we have in school. We need to record and keep track of any bullying incidents that are occurring within the school premises at any time of the school day. Incidents must be recorded on the appropriate sheet and passed to the Leader of Learning so a record is kept in the bullying folder.

Two files have been created and are kept in the Leader of Learning Office..

If an incident occurs involving a member of your class please follow these steps:

- Teaching assistants and all other non-teaching staff **must** report any incident to the class teacher(s) for them to deal with
- Only teaching staff **must** record incidents in the files
- Fill all sections of the sheet
- Photocopy sheet – place **original** in bully's Class File and **copy** in the victim(s) Class File
- If 3<sup>rd</sup> incident for any child, victim or bully, it must be reported to DHT/HT
- If a parent reports that their child is being bullied this should be investigated, recorded and the outcome reported back to the parent.

#### **Reporting process:**

**1<sup>st</sup> incident:** complete school incident sheet, make verbal report to parent

**2<sup>nd</sup> incident:** complete bullying incident sheet and pass to Leader of Learning

**3<sup>rd</sup> incident:** complete 2<sup>nd</sup> bullying incident sheet, Leader of Learning to arrange meeting for parents with DHT/HT

NB: There will be an annual meeting for parents to inform them of the behaviour policy and anti-bullying procedures. This will be followed up with a newsletter dedicated to this subject.

**Record of Bullying Incident**



Date..... Time.....

Name of Bully/Bullies ..... Class .....

Name of Victim/Victims..... Class .....

Name of Witness/Witnesses ..... Class .....

**Type of Incident (please tick ✓ any that apply)**

Verbal	Physical	Cyber	Emotional
Offensive comments Racism Discrimination Cultural differences Homophobic language Name calling Threatening Pressuring others Other	Hitting Pinching Scratching Damaging property Intimidating Using weapons Other	Text messages Phone calls Emailing Videotaping Social media Other	Excluding from social groups Belittling someone Threatening Whispering about others Ignoring Mocking differences Hiding belongings Other

Brief description of incident- please include where and time:

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Number of previous reports ..... If 3<sup>rd</sup> incident- inform and report to HT/DT

Follow up: .....

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Recorded and Signed by ..... Date.....

