



Westbourne Primary School

Behaviour Policy

‘Enter to Learn, Learn to Achieve’

Review Date	Reviewer	Review Completed	Adopted
May 2022	M Atkinson		May 2020
September 2023	J. Marwood.	July 2023	
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Introduction:

The Westbourne Primary School Behaviour Policy has been devised by the whole staff and agreed by the School Council and the Senior Leadership Team.

Our Belief:

We believe that the school should be a happy, warm and welcoming place for children and adults. School should provide all children with a safe and secure environment in which they can achieve their full potential and grow in increasing confidence towards responsible adulthood. We believe that children come to school to learn and that this is best achieved by creating an atmosphere in school in which effective teaching and learning can take place. Our school motto is "Enter to Learn, Learn to Achieve" and this permeates all of the work we do.

Our Aim:

To ensure that there is a sense of community within school, based on mutual respect and collective responsibility, which establishes and maintains a calm and orderly atmosphere conducive to good learning.

We wish to promote:

Respect for self
Respect for property
Trust
Self-discipline

Respect for others (children / adults)
Honesty
Fairness

There are strategies in place for promoting good behaviour, as well as for dealing with misbehaviour. The children need to be clear about what is expected of them. Staff and parents also need to be aware of their own particular responsibilities and informed of the relevant procedures when action is required. Westbourne's Home-School Agreement sets out some of these responsibilities and is issued to all parents as children join the school. Our whole school ethos is also promoted through the work the children do in their PSHE lessons.

Children are expected:

- To be punctual and attend regularly.
- To show good manners - this includes holding doors open for anyone following, lining up patiently, waiting their turn to speak and behaving well at the dinner table.
- To speak politely to each other and to staff and visitors in school.
- To develop responsibility for their own actions – to make safe choices for themselves and for others.
- To show respect for the school premises, school equipment and the property of others.
- To develop good attitudes to work and to set high standards for themselves.

All staff are expected:

- To model appropriate behaviour at all times– this includes punctuality for school and lessons, being well prepared for lessons, dealing with problems without confrontation, showing respect for others.
- To take every opportunity to reinforce acceptable attitudes and behaviour. All staff are part of creating a whole school ethos.
- To exercise a good level of supervision during school hours, ensuring children come into school in a quiet and orderly manner and move around the premises appropriately when changing lessons, coming into assemblies, lining up for dinner etc. This is a responsibility shared by all staff.
- To try constantly to encourage the highest possible standards from each pupil.

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 help support pupils' behaviour choices, 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, Deputy Head 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.
- The Chair of Governors is informed of each suspension

Rewards

Positive recognition:

The simplest and most effective means of encouraging expected behaviour is the teacher praising the pupil's efforts or good deeds. Teachers may share good behaviour with the parent in the playground before or after school. Good work is recognised within the classroom through work being displayed around school, and during a weekly celebration assembly.

In each class, Class Dojo is used to collect House points- a Positive (Green) Dojo represents a house point. These Dojos will contribute to the House System. 'House Reward Afternoon' will take place every half term to celebrate the House with the most points.

The Westbourne House System

The House system at Westbourne underpins our school values of community, respect and excellence. All students are allocated a House (Bronte, Lister, Hockney, Salt) when they begin school. The Houses are based on the British Values: Rule of Law; Mutual Respect and Tolerance; Individual Liberty; and Democracy. It encourages positive behaviour, teamwork, motivates children to achieve to the best of their abilities, in all areas of the curriculum, and promote a sense of community. Every child has the opportunity to contribute, making our house system inclusive and engaging for all.

House Points

- Children will be given House Points for making positive choices.
- House Points can be given to any child, by any adult in school, for good behaviour / attitude / work.
- At the end of each week House points will be counted and added to the running total. House Points will be reset at the end of each week on Class Dojo.
- At the end of each half term the House with the most points will enjoy a House reward.
- At the start of a half term the House Points count will go back to 0.
- House Points cannot be removed. Once they are given they are permanent.

Consequences

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. The class teacher will deal with minor breaches of discipline in a supportive and fair manner, having regard to the age of the child.

Each case of misbehaviour is treated individually according to the child's specific needs. Generally, children are reminded that they are responsible for their own actions and that rule breaking has consequences. Vulnerable and SEN children for whom behaviour is an identified need will have specific behaviour plans which outline agreed sanctions.

Sanctions

All classrooms have a clear, consistent consequence system. At all times, children must be clear that it is the behaviour that is not wanted, not the child. For this reason, it's important to catch a child 'being good' as soon as possible after unwanted behaviour has been picked up on. This 'repair' is essential. Generally, it's considered that the ratio of positive to negative comments should be a minimum of 5:1. One of the best ways of turning a negative into a positive is to notice someone else who is behaving well.

Negative Dojos will form part of staggered system: Yellow, Orange and Red Dojos are given if a child's behaviour becomes increasingly unacceptable. If a child receives a Red Dojo, the class teacher will speak with the parents at the end of the day and other consequences may be appropriate: eg, missing playtime/lunchtime, time-out in class, time-out in another class etc. A child returning to the classroom after timeout must be made welcome and treated no differently to others.

Staggered system:

1. Verbal warning
2. Yellow Dojo
3. Amber Dojo
4. Red Dojo

Negative Dojos can be removed throughout the school day and must be reset at the start of a new day.

If persistent low-level behaviours continue, daily, (and all classroom management strategies have been exhausted by the class teacher) there may be need to involve a member of SLT to see if further action is necessary, for example a behaviour chart where parents and carers will be informed and involved and the child's behaviour will be monitored every lesson for at least 2 weeks

Dealing with difficult Situations

When dealing with challenging situations, adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and strategies which may be useful:

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless their safety deems it necessary
- Avoid prolonged eye contact
- Stand still
- State expectations clearly

- Remind pupils of expectations and/or consequences (use cautiously)
- State what will happen next
- Remove the 'audience' if necessary
- Withdrawal – move the pupil away from the group for a short period .This models a non-violent, non-confrontational response, gives 'cooling off' time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protect the rights of all.
- Time to talk – offer the pupil a safe space to air their feelings
- Always remember to give a thought-driven, professional response to any pupil's behaviour with a view to de-escalating the situation for all concerned
- All behaviour is a means of communication.
- Habitual behaviour serves a purpose, but more appropriate behaviour can be learned with help from us.
- How we as adults choose to respond is so important in teaching pupils how to deal with their feelings and emotions, and in teaching and achieving the desired behaviour
- Consistency of approach from EVERY adult
- Teach the pupils that you absolutely care about them, even when they display challenging behaviour, e.g 'I want you to succeed', 'you have the power to change this', 'you are responsible and you can do this'

Positive Behaviour Management

Listed below are a range of strategies which can be used to reinforce positive behaviours:

Positive feedback - Acknowledge/Approve/Affirm acknowledge (notice and describe the behaviour), approve (say why it is good) and affirm (apply a positive to the pupil, eg 'thank you for tidying up so quickly – you are a fantastic helper!')

Positive correction – tell the pupils what you want them to do; not what you don't want them to do, e.g 'please walk' instead of 'don't run'. Avoid the use of 'stop' or 'don't'.

Positive repetition – when you give an instruction, ask someone who is following the instruction to repeat and affirm it rather than focusing on someone who isn't yet following it – focus on the good.

Non-verbal cues – looking, waiting, gesturing,

Give time – Give a clear instruction in a non-confrontational way, then move away from the pupil with a clear expectation that the pupil will comply.

Re-direction – repeat direction without being side-tracked. Use thanks and move away – do not stand over/intimidate/confront pupil.

Tactically ignore – ignore any secondary behaviours if the pupil is compliant with the primary behaviour request, e.g if the pupil begins the task (primary behaviour) when reminded, ignore any secondary behaviours e.g huffing/muttering/eye-roll. If you jump onto this behaviour, it will escalate.

Physical proximity – move closer within the room.

Distraction/Diversion – give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour, e.g if you feel that they are displaying the behaviour to gain attention or time.

Clear Expectations – e.g 'when we come in from break, I will be looking for...'

Where/What – ask rather than tell, e.g 'where should you be?'/ 'what should you be doing?'

Choices – e.g 'you can put the toy down on my desk or away in your bag – which one are you going to do?'

Broken Record – calmly repeat the request or rule or consequence; do not be drawn into an argument, stay neutral.

Private Reprimand – a quiet word rather than a public confrontation or humiliation.

Repair & Rebuild – as soon as possible after a reprimand, find an opportunity to say something positive about the pupil to affirm your positive relationship.

Whilst all classes follow the above strategies, there are some incidents where a warning/negative dojos are not appropriate and these would be considered as Severe Misbehaviours. We have a zero-tolerance approach to severe misbehaviours and the most senior members of staff available will always deal with the pupil.

- Violence to other children
- Violence to staff
- Serious deliberate and permanent damage to school property.
- Racism, Homophobia or other discriminatory language
- Bullying
- Verbal abuse

If children display any of the above, a senior member of staff will be called. If children are asked to leave and they refuse, teachers will not attempt to force them out of the classroom, as this can make matters worse, a member of the senior management team, or trained staff will be called, who can use Positive Handling strategies if necessary, to remove the child.

When things have gone wrong it is important to give children a chance to calm down. If someone is asked to leave the room but won't go they are given 'thinking time' and a clear choice. Pupils are not given further consequences during 'thinking time' unless their behaviour escalates or they refuse to respond after an appropriate amount of time

Actions taken for severe misbehaviours could lead to:

- Personal Behaviour chart, where parents and carers will be informed and involved, and the child's behaviour will be monitored every lesson for at least 2 weeks
- Internal suspension
- Referral to external agencies to support and encourage behaviour improvement
- Suspension from school. This would be for a fixed period of time with the child being reintegrated, after the suspension, with support from the school, home and, if possible, outside agencies. Official guidelines on suspensions will be followed throughout.

Record Keeping

It is important that incidents of severe misbehaviour are recorded by the members of staff concerned. Incidents of severe misbehaviour should be recorded on CPOMs. This is to ensure there is clear evidence of the type and frequency of poor behaviour, the involvement of the parents, the strategies used to manage and improve behaviour and any involvement of outside agencies.

Use of reasonable force

There may be occasions where staff in school need to use reasonable force to ensure the safety of pupils. For example – to separate a physical fight or prevent a child from being hurt or hurting others.

'Reasonable in the circumstances' means using no more force than is needed.

Schools use the advice from the DfE document 'Use of Reasonable Force in Schools'

Corporal punishments should NOT be used in any circumstances. It is always unlawful to use force as a punishment.