

WESTWOOD Primary School Positive Behaviour Policy

Aims

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, where values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. All children are treated fairly and this behaviour policy is applied in a consistent way. The school provides a consistent approach to management of behaviour and discipline. This policy aims to help children to grow in a safe a secure environment and to become positive, responsible and increasingly independent members of the school community.

The school aims are summarised in the 3 'cares':

- Care for ourselves
- Care for others
- Care for the environment

Therefore the aims of the Behaviour and Discipline Policy are:

1. To establish a clear set of rules
2. To ensure everyone knows and understands the rules
3. To ensure consistency of approach by all

Schools Rules

Staff and children were involved in the formulation of our school rules. They are displayed in the hall and give guidance as to acceptable and unacceptable behaviour.

1. Be kind to others
2. Do your best at work and play
3. Take care of our school

The class teacher discusses school rules with his/her class. In addition to the school rules, each class may have agreements regarding day to practice in class, for example, exiting the classroom to go to the toilet. In this way, every child knows the standard of behaviour that we expect in our school.

The school does not tolerate:

- physical and verbal aggression towards staff or pupils,
- racism, prejudice, or discriminatory language
- bullying of any kind
- Persistent and deliberate disruption to others learning.

We act immediately to stop any occurrences of such behaviour and apply the behaviour system consistently. The school adheres to the Equality Act 2010.

The School Behaviour System

GOLD
SILVER
GREEN
AMBER
RED

The above is displayed in classes with children's names so they can be moved appropriately.

GREEN - (Conduct behaviour expectation)

- All children start the day on GREEN because this is a fresh new day and all the children need a positive start to the day
- All children start each session on GREEN to try to ensure a positive environment throughout the day and to raise self esteem
- All children are expected to make good choices as a general standard of conduct behaviour - this is why most children will always be GREEN
- All children who remain on GREEN all week have one ticket placed in the prize draw

Moving Up the Chart

SILVER

Awards are only issued for extremely good conduct behaviours beyond what we would expect from all children and for children demonstrating good learning behaviour.

This is difficult and only some children a week will make SILVER in each class

SILVER children have 5 golden tickets placed in the prize draw

GOLD

Awarded for EXCEPTIONAL conduct behaviours and for demonstrating outstanding learning behaviour.

There will only be 1 a week in each class and this person will also be the Super behaviour/GOLD person in the weekly celebration assembly

They will receive 10 golden tickets in the prize draw.

Moving Down the Chart

AMBER

Used if a child does not comply with a teacher's request having been asked verbally at least once.

When on AMBER remind the child what they need to do to get back to GREEN and follow your statement up with I know you can do that, thank you! Make the right choice, thank you!

Give the child take up time (a minute or two) to think and make the right choice, then move back to GREEN at the first possible opportunity

RED

Used if a child continues to make an inappropriate choice despite the reminders and thinking time.

In EYFS the child has an immediate time out.

In KS1 the child either has an immediate time out or the Making the Wrong Choice Flowchart is put into operation. (See appendix)

In KS2 the Making the Wrong Choice Flowchart is put into operation. (See appendix)

RED BEHAVIOURS

Some behaviour may result in a straight red. These behaviours include:

- Physical aggression towards an adult
- Physical aggression towards a child
- Verbal aggression including threatening violence and swearing.
- Prejudice related comments or incidents (Any sort of name calling should go straight to red)
- Continuous and persistent disruption of learning

For all red related incidents, a Blue Serious Incident Report Form must be completed and handed to the Headteacher.

Behaviour at Lunchtime and Play Times and other non-class times

- Reward good behaviour as below
- Making the Wrong Choice Behaviour Flowchart (see appendix) is put into operation

REWARDS

GOLDEN TICKETS

- If a child has been placed on RED or AMBER, they do not receive a Golden Ticket that week.
- **GREEN** = 1 Raffle Ticket per week
- **SILVER** = 5 raffle tickets
- **GOLD** = 10 raffle tickets
- Tickets need to be put into the Golden Ticket Box ready for Friday Celebration Assembly

GOLDEN TICKET PRIZES and DRAW

1st Place = £10 prize

2nd Place £5 prize

3rd Place £1 prize

- The Golden Ticket prize Draw will take place once a month.
- Super behaviour celebration for the children who achieve GOLD on a weekly basis.

STARS

A child making an excellent behaviour choice in class or out of class is rewarded with a star.

Stars CANNOT be taken away!

Stars are awarded for good behaviour. Merits/stickers are rewarded for good work.

In KS1/EYFS

Children collect stars in batches of 10 displayed in the classroom

In KS2

Children collect stars on individual cards

STAR LETTERS

- A STAR Letter will be sent to parents when children have earned:
 - 30 stars
 - 60 stars
 - 90 starts
 - Etc.

- A Child's name will be displayed on the Golden Letter board when they receive a STAR Letter.

In KS2

Children from the 4 classes will be split into 4 teams.

Children will earn stars for their team. Totals will be added and at the end of each half term, the leading team will receive a special party/event lead by the team leader.

SANCTIONS

- Verbal reminders - see attached sheet for the language to be used when giving verbal warnings
- Behaviour system
- Behaviour Choice Flow Chart (see appendix)
- Letter/Phone call home - Discussed with HT/DHT first
- In house exclusion - (See Behaviour Choice Flow Chart) sent to another teacher, Behaviour Mentor, the Deputy Headteacher or Headteacher. (Children must be sent with work to complete.)
- Fixed Term Exclusion as decided by the Headteacher/Deputy Headteacher
- Permanent Exclusion - as decided by the HT and Governors

Role of Adults in School

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that the class behaves in a responsible manner during lesson time.
- Other adults in school should support the teaching staff in this role and when working with small groups, ensure that school rules are adhered to at all times.
- All adults in our school must have high expectations of children in terms of behaviour and strive to ensure that all children work to the best of their ability, by modelling accepted behaviour.
- Class teachers involve all adults working within their class in demonstrating, by example, a fair and consistent approach to the management of behaviour. Raised voices or shouting are only acceptable in emergency situations.
- Adults treat each child fairly and enforce the classroom agreements consistently.
- Adults treat all children with respect and understanding, and incidents are dealt with sensitively and calmly. We aim to ensure that children maintain self-esteem and difficulties are resolved in such a way that problems are de-escalated.
- If a child misbehaves in class or around the school the teacher:

1. Gives a rule reminder, reinforces 'right choice' behaviour
2. Implement the behaviour system
3. Follows Individual Behaviour Plans where these have been identified for some children

Restraining Pupils

All members of staff have undertaken 'School Safe' training. Staff members may occasionally have to intervene physically between pupils.

All staff have a duty of care towards the children in school i.e. class teachers, teaching assistants, midday supervisors, special needs support assistants and midday supervisors, in order to maintain consistency. The headteacher is involved in all bullying incidents. Records of incidents are kept and parents are informed

Serious Incidents Report Forms

For all red related incidents, a Blue Serious Incident Report Form (see appendix) must be completed and handed to the Headteacher. These forms are shared with parents.

The Senior Leadership Team analyses the forms on a half termly basis in order to address any reoccurring triggers, behaviours or incidents. Outcomes are then addressed and planned for through the School Improvement Plan. The impact is reported to all staff, parents and governors termly.

Racist issues are reported to governors once a term and all incidents are recorded using the Suffolk County Council Racist Incidents Reporting Form.

Role of the Parent

The school works collaboratively with parents so children receive a consistent message about how to behave at home and at school. We explain the school rules in the school prospectus and we expect parents to read these and support them. We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school and we inform parents immediately if we have any concerns about their child's welfare or behaviour. If there are ongoing difficulties, parents are informed and their co-operation is sought to remedy the situation. If necessary a Record of Support and Individual Behaviour Plan is written. It may be necessary to begin a Pastoral Support Plan with support from the LA.

The Role of the Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement school behaviour and discipline policy but the governors may wish to discuss with the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed Term and Permanent Exclusions

The school has regard to the DFE Guidance document. In the event of exclusion guidance would be followed as recommended in the document. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the headteacher may permanently exclude a child. Further information is included in the appendix to this document.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements. The headteacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body review this policy regularly. The governors may however, review the policy at any time, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix A

Common language when talking with children about their behaviour

It is important to ensure the children are clear about the behaviours that are unacceptable and also to give positive feedback when the behaviour is good.

Suggested Language:

1. Rule reminder

You are making the wrong choices. Stop, think, and make the right choices.

2. Warning

If you continue to make the wrong choices you willmove to AMBER/RED/Lose Friday Time

3. Consequence applies

You have broken the school rule/class agreement and now you will move to AMBER/RED/Lose Friday Time

Remember, consistency is very important; rule reminder may be enough to re-focus, if not stage 2, then stage 3,

Tone of voice should be firm, but not angry, exasperated or irritated.

Zero tolerance does not mean that stages are skipped or that a more firm approach is used.

"It's not the severity of the sanction, but the certainty of it that makes it effective"

Bill Rogers

Zero tolerance means that the staged approach is applied consistently and immediately. This may not be the most appropriate option for the youngest children; they may need more teaching and modelling of the desired behaviours.

Rewards are still the most powerful tool in encouraging children to feel good about themselves and make the right choices.

Anti-Bullying Policy

Aims

The main aim of this policy is to ensure that the whole school community understands what is meant by bullying and how we, as a school, deal with such behaviour. In this school we believe that bullying is unkind behaviour. We do not allow unkind or cruel behaviour in our school. But recognise not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying have been arrived at after discussions with all staff and children at Westwood Primary School.

What is bullying?

- Bullying is unfair
- Bullying is deliberate
- Bullying is repeated over a period of time
-

Young children sometimes fall out with friends or say unkind things when they are angry. We explain to children that this is different from bullying. We call these situations incidents of bad behaviour.

What is an incident of bad behaviour?

- It can be meant to hurt
- It can be an accident
- It can be a thoughtless action
- It is an isolated case

Bullying or an incident of bad behaviour may include:

- Name-calling
- Teasing
- Physically hurtful behaviour
- Verbally hurtful behaviour
- Taking, breaking and threatening behaviour
- Excluding

The main difference is that bullying is **persistent** and **targeted over a period of time**. An incident of bad behaviour is an **isolated event**.

All staff at Westwood Primary are aware of the importance of being pro-active in dealing with such incidents. WE address bullying by trying to prevent it from happening in the first place and by tackling it consistently, fairly and effectively when it does. The following strategies have been shared and agreed with staff in order to address the issue of bullying.

- Ensure the playground is monitored at break times, children are never allowed on the playground unsupervised.
- Monitor the toilets, corridors and cloakrooms during break times
- Be aware of children leaving the classrooms during lessons
- Be watchful of all children, get to know them and be aware of any change in behaviour
- Records of incidents should be reported and logged by the Headteacher and class teacher
- Immediate removal from the playground/classroom of any child involved in a serious incident
- Headteacher to take the lead role in resolving on-going problems
- Parents of both bully and victim to be involved
- PSHE and RE lesson times and assemblies can be used to address aspects of bullying

- To teach children the difference between targeted bullying and incidents of
- Bad behaviour.
- Encourage children to express feelings and opinions
- To sign up to the Anti-Bullying charter.
- LISTEN when children talk about incidents or issues, allow all children to speak calmly BE ASSERTIVE when dealing with bullying but not aggressive or hostile (this will only add to the bully's ammunition -to be used again)
- Most importantly encourage all children and adults to TELL SOMEONE, THEN TELL THEM AGAIN!

The headteacher will take the lead role in resolving on-going problems. All parties involved will be fairly treated and have a chance for reflections and to give their side of events. The parents of both the bully(s) and the victim(s) will be involved whenever necessary and events recorded. We believe that all children can change their behaviour with appropriate support.

The staff at WESTWOOD Primary School will endeavour to:

- establish what is *bullying* and what is an *incident* prevent bullying through consistent strategies
- deal effectively with bullying if it occurs
- promote our positive behaviour policy
- teach children that bullying will not be tolerated/accepted
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<u>What is Bullying?</u>	<u>What is an incident?</u>
1. Somebody is picking on me again and again and again 2. I am frightened and worried 3. This makes me feel unhappy all the time.	1. Someone was unkind to me today 2. I was hurt and upset 3. I don't think this will happen again I must tell someone.
I MUST TELL SOMEONE	

Further Information






1. Bullying, Prevention and Response Suffolk LEA
2. Bullying, a Positive Response Delwyn Tattum
3. Bullying, A Child's View Jean La Fontaine
4. Action Against Bullying A Support Pack for School
5. Say No to Bullying Primary Strategy



Westwood Primary School

Appendix C

Classroom and Playground Behaviour

	<p>I will be moved to Amber</p>
	<p>I will be moved to Red I will be separated from the group and given a time out</p>
	<p>I will be sent to another class</p>
	<p>I will need to talk about my behaviour choices with Mrs Viner or Mrs Parlane</p>
	<p>I will need to talk about my behaviour choices with Mrs Aldous and she may contact my parents</p>

Westwood Primary Serious Incident Report

Reported by:	Role:
Date(s) of incident(s): Time(s) of incident(s):	
Location(s) of incident(s):	

Details of people involved

	Names	Gender	Year Group	Ethnic Origin	Role*
1					
2					
3					
4					
5					

* V = Victim P = Perpetrator A = Associate W = Witness D = Defender

Type of incident (please tick or state)						
Racist <input type="checkbox"/>	Faith, Religion or Belief <input type="checkbox"/>	Sexist <input type="checkbox"/>	Sexual Orientation <input type="checkbox"/>	Disability <input type="checkbox"/>	Transgender <input type="checkbox"/>	Other <input type="checkbox"/>

Nature of Incident			
Physical Assault <input type="checkbox"/>	Name Calling and teasing <input type="checkbox"/>	Offensive Graffiti <input type="checkbox"/>	Offensive Badges or insignia <input type="checkbox"/>
Offensive Literature <input type="checkbox"/>	Incitement of others <input type="checkbox"/>	Refusal to Cooperate <input type="checkbox"/>	Deliberately Excluding <input type="checkbox"/>
Cyber Bullying <input type="checkbox"/>	Extortion <input type="checkbox"/>	Spreading Rumours <input type="checkbox"/>	Other <input type="checkbox"/>

Brief description of the incident

Action taken/Details of actions agreed with all involved including parents/carers

Checklist: Tick as appropriate

- | | | | |
|--|--------------------------|---|--------------------------|
| Repeat Perpetrator
* (if Yes comment below) | <input type="checkbox"/> | Designated member of staff/SLT informed | <input type="checkbox"/> |
| Repeat Victim
* (if Yes comment below) | <input type="checkbox"/> | Follow up date set | <input type="checkbox"/> |
| Parents/carers notified | <input type="checkbox"/> | Action agreed for victim | <input type="checkbox"/> |
| Other contact notified e.g. Police, LA
* (if Yes comment below) | <input type="checkbox"/> | Action agreed for perpetrator | <input type="checkbox"/> |
| Discussion with all involved | <input type="checkbox"/> | Notes and comments attached | <input type="checkbox"/> |

Comment(s):

Completed by:

(Please sign and print name)

Role:

Date:

Follow up review dates and interventions:

Completed by:

(Please sign and print name)

Role: Date:

SLT Follow up and review

Outcome of follow up and further actions taken:

Has the bullying stopped?

Yes

No

Describe any other outcomes, who was involved and when they occurred:

Completed by:

(Please sign and print name)

Role: Date:

