

Behaviour Policy and Statement of Behaviour Principles



Westgate C.P.
School

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1. Written Statement of Behaviour Principles

This behaviour policy is underpinned by the following principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The Written Statement of Behaviour Principles will be reviewed annually by the governing body of Westgate.

2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010/2017
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002/2011, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006/2011, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Swearing at peers or to oneself (unless this is caused by a diagnosed medical issue)

Serious misbehaviour is defined as:

- Repeated breaches of the Golden Rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Swearing at adults/Repeated swearing
- Theft
- Fighting
- Racist, homophobic or discriminatory behaviour
- Sexist language or any form of sexual harassment
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol, tobacco and cigarette papers or illegal drugs
 - Stolen items
 - Fireworks
 - Pornographic images, including on digital devices (e.g., mobile phones)
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Electronic devices with access to the internet (unless the child is in Year 5/6 and has walk to/from school alone permission)

5. Bullying

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- sexist language
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger) (www.gov.uk)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Roles and responsibilities

6.1 The Governing Body

The Westgate Community School Governing Body is responsible for reviewing and approving the written statement of behaviour principles (part 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (part 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs.

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Model good behaviour when on the school premises
- Be aware of the Golden rules and support their child in adhering to the pupil code of conduct
- Co-operate with the school and support the school's decision when applying consequences to deal with behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and in the first instance.

7. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

At Westgate, these principles have been simplified to three 'Golden Rules', which are displayed throughout the school. These are:

- Follow instructions
- Be kind in what you do and say
- Look after our school

Positive learning behaviours have been implemented throughout the school to enable consistency for children within any year group. The learning behaviours have been designed to consider the children's behaviours contextually, in all aspects of their life not just at school.

The aim of the learning behaviours is to build children's self-esteem and enable them to be positive and valued members of the community they choose to live in. These learning behaviours are:

- Pride
- Resilience
- Courage
- Teamwork

8. Rewards and consequences

At Westgate, all staff are encouraged to use positive relationships with children to motivate them to make the right choices with behaviour. Staff need to be clear that good behaviour is the expected normal status of affairs and they should use their skills of classroom management, praise and rewards to encourage good behaviour.

8.1 List of rewards

Examples of positive behaviour rewards are as follows:

- Praise
- Stickers and sticker charts
- Star of the Week certificates
- Certificates
- Table Points
- Raffle Tickets
- Letters or phone calls to parents
- Visit to the Head Teacher/Deputy Head Teacher/Key Stage Leader
- Other systems individual to the class or child if the teacher feels necessary.

8.2 Sanctions

Sequence of Consequences for unacceptable behaviour in class:

Where the use of positive behaviour management and solution focused language is not effective, staff will use the following sequence of consequences for unacceptable behaviour:

- 1) A verbal or non-verbal warning will be given.
- 2) A specific named warning will be given.
- 3) Time out will be given within the class, away from peers, with time lost at break-time/lunchtime.

- 4) The pupil will be sent out of the class to complete their work in another class, or if this is not possible, with a member of Senior Leadership Team. If this sanction occurs, the class teacher will inform parents with a phone call or in conversation at the end of the day. The incident will be recorded on CPOMs.
- 5) The pupil will be sent to complete work with the Headteacher/Assistant Headteacher/Phase Lead and will lose time at break-time or lunch-time, where they will complete a 'Reflection Sheet' (Appendix 1). If this consequence occurs, the Headteacher/Assistant Headteacher/Phase Lead will inform parents with a phone call or conversation at the end of the day. The incident will be recorded on CPOMs.
- 6) If a pupil frequently reaches Consequence 5, parents will be asked to come to school for a meeting about the child's behaviour. A Behaviour Plan will then be drawn up, with the involvement of the Assistant Head and the class teacher.

Sequence of Consequences for unacceptable behaviour at lunch-time:

The school will use the following series of consequences in response to unacceptable behaviour at lunch-time:

- 1) A verbal or non-verbal warning will be given.
- 2) A specific named warning will be given.
- 3) Time out on the playground (away from peers) will be given.
- 4) The pupil will be sent off the playground to sit indoors, supervised by the duty member of Senior Leadership Team/Headteacher/Pastoral Care Team where they will complete a 'Reflection Sheet' (Appendix 1). If this sanction occurs the Headteacher/Assistant Headteacher/class teacher will inform parents with a phone call or in conversation at the end of the day. The incident will be recorded on CPOMs.
- 5) If a pupil frequently reaches Consequence 5, parents will be asked to come to school for a meeting about the child's behaviour. A Behaviour Plan will then be drawn up, with the involvement of the Assistant Head and class teacher.

The Sequence of Consequences for unacceptable behaviour in class or at lunch-time both apply throughout the whole school but there may be some small variations in how they are applied by the teacher. For example, a Year 1 child would not be expected to miss the same amount of time as a Year 6 child. However, this sequence of consequences should be adhered to in principle.

For serious misbehaviour, the consequences may not start at number 1, depending on the seriousness of the incident.

Should a child not respond to all other sanctions, a fixed-term or permanent exclusion may be necessary. For more information about how exclusions take place at Westgate, see the Exclusions Policy.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. See 9.4 Pupil Support for more details.

8.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.4 Behaviour out of school

Where misbehaviour takes place off the school premises and out of school hours that has consequences within school, either for the school or other pupils, the school may apply sanctions for that behaviour. Examples of this may be portraying the school negatively with poor behaviour or bullying other pupils, in any of the forms outlined in section 5, out of school.

During the direct period between where the child is either travelling to or from school, and most likely in school uniform, the school do have expectations that the child will be behaving in a respectful and appropriate manner as set out in this policy. Staff at school may talk to the children about these behaviours and will contact parents to discuss this and will expect the parent to support in managing these behaviours.

Year 5/6 children who have walk to/from school alone permission are expected to have an electronic device with which they are able to contact parents/school if an issue arises on their journey to/from school. These devices must be handed in to the class teacher at the start of the school day and returned at the end of the school day. These devices must not be used on school property.

8.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Rules and their own classroom rules
- Refer to the Golden Rules
- Use 'Solution Focused' language.
- Follow the Sequence of Consequences outlined in 8.2
- Display the Sequence of Consequences (Appendix 4)
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Lunch-time behaviour management

Midday Supervisors are responsible for setting the tone and context for positive behaviour at lunchtime. They will:

- Create and maintain a stimulating environment, which encourages pupils to be active
- Refer to the Golden Rules
- Use 'Solution Focused' language.
- Follow the Sequence of Consequences, outlined in 8.2
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Starting the next day afresh
- Having a plan for dealing with low-level misbehaviour
- Using positive reinforcement

9.2 Physical restraint

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Placing themselves or others at risk of significant harm

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.3 Confiscation

Any prohibited items (listed in Section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents, as appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENDCO) and Assistant Head (Safeguarding Lead) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The expectations within this support programme may differ to those of the rest of the school.

We have high expectations regarding children's safety within the school, however events may occur between children that leads to a child being hurt by another child. We cannot fully ensure that your child may not suffer harm from another child but we have protocols in place to avoid this as much as possible. If an event does occur, this will be investigated and the outcome shared with all relevant parents.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members may hold transition meetings with parents.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

All staff receive annual behaviour management training to ensure a consistent approach. The training resources have been made available to all staff. Behaviour management will also form part of continuing professional development. A review of the Behaviour Policy will take place annually with all staff.

Training for the proper use of restraint will take place for key staff who may work with challenging behaviour.

12. Monitoring arrangements

Behaviour will be monitored by the Headteacher, Assistant Headteacher, Senior Leadership Team and Governors. Monitoring will take place in the following ways:

- Learning walks and observations
- Pupil Perception Interviews and surveys
- Parent Perception Surveys

This behaviour policy will be reviewed by the Head teacher, Westgate Governing Body and teaching staff every year. Having been reviewed, the policy will be approved by the Headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

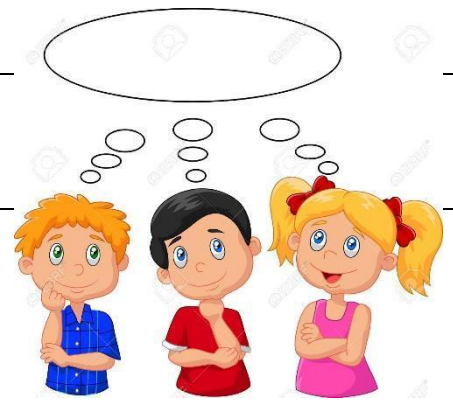
- Exclusion policy
- Safeguarding policy
- Anti-Bullying policy
- Online Safety policy

Appendix 1: Behaviour Reflection Sheet

Reflection Sheet

Your name and class:

What did you do?



Which Golden Rule did you not follow?













How did your actions make others feel?

What do you think the solution or your consequence should be?

What strategy will you use in future?

Appendix 2: Behaviour Consequences

Behaviour Expectations

<p><u>The Golden Rules</u></p>	<p><u>Westgate Learning Behaviours</u></p>
<div style="border: 1px dashed yellow; padding: 5px; margin-bottom: 10px;"> <p>Be kind in what you do and say.</p>   </div> <div style="border: 1px dashed yellow; padding: 5px; margin-bottom: 10px;"> <p>Look after our school..</p>    </div> <div style="border: 1px dashed yellow; padding: 5px;"> <p>Follow instructions.</p>    </div>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid blue; padding: 10px; margin: 5px;"> <p style="color: blue; font-size: 1.2em;">Pride</p>  </div> <div style="border: 1px solid blue; padding: 10px; margin: 5px;"> <p style="color: blue; font-size: 1.2em;">Resilience</p>  </div> <div style="border: 1px solid blue; padding: 10px; margin: 5px;"> <p style="color: blue; font-size: 1.2em;">Teamwork</p>  </div> <div style="border: 1px solid blue; padding: 10px; margin: 5px;"> <p style="color: blue; font-size: 1.2em;">Courage</p>  </div> </div>

Behaviour Consequences

<p><u>Acceptable Behaviour</u></p>	<p><u>Unacceptable Behaviour</u></p>
<ul style="list-style-type: none"> ● Praise ● Certificates ● Stickers ● Class rewards such as class dojo ● Phone call to parent ● Praise from another member of staff ● Praise from Mrs Kidd, Mrs McGhee or Mr Marsh 	<p style="color: red; font-weight: bold;"><i>Always refer to the Golden Rules</i></p> <ul style="list-style-type: none"> ● A reminder ● A verbal or non-verbal warning. ● 'Time out' within the classroom or in the corridor. <p>For these, inform parents and record on cpoms:</p> <ul style="list-style-type: none"> ● Sent to Phase Lead class ● Complete work with SLT member ● Thinking Zone at break or lunch. <p>For these, meeting with parents and record on cpoms:</p> <ul style="list-style-type: none"> ● Behaviour plan via Mr Marsh ● Fixed Term Exclusion ● Permanent Exclusion

