



## Positive Behaviour Policy

### 1 Aims and expectations

- 1.1 It is a 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, whose values are built on mutual trust and respect for all. The school positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a positive and supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The primary aim of the positive behaviour policy is not a system to enforce rules. It 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.
- 1.3 As guidance to the whole school community, the school has adopted a Code of Conduct.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 The school expects all pupils to show respect and courtesy towards all adults and towards each other.
- 1.6 The school expects parents to encourage their children to show that respect and support the school's authority to apply sanctions to its pupils, if required.
- 1.7 We treat all children fairly and apply this policy in a consistent way.
- 1.8 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.9 The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. However, the school ultimately aims for children to demonstrate positive behaviour for its intrinsic value, not rewards. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### 2 Rewards and consequences

- 2.1 We praise and reward children for positive behaviour in a variety of ways:
  - Staff congratulate children.

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- Each week we nominate two children from each class to receive a Curriculum Driver award – global care, independence, respect, resilience - in the whole school assembly.
- Each class has an opportunity to lead an achievement assembly where they are able to show examples of their best work;
- Staff give children Class Points; each 'Class Point' winning class receives a trophy for the week received during assembly. There are two trophies, one for Reception/Key Stage One and a second for Key Stage Two;
- Class Points are given to children either for consistent good work or behaviour, or to acknowledge outstanding effort or good citizenship in school;
- All adults within school may award Class Points.
- Good behaviour on the playground is recognised and a class Playground Star Award trophy presented each week

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. We celebrate pupil achievement out of school, for example, music or swimming certificates presented within school assemblies.

**2.3** The school employs a number of consequences for poor behaviour choices to support the school ethos, and to ensure a safe and positive learning environment. We use any sanctions appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own within the classroom.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reminds him or her of the appropriate behaviour. If a child misbehaves repeatedly, we remove the child from the rest of the class (time out) until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child repeatedly threatens, hurts or bullies another pupil, or acts in a way that disrupts or upsets others, the school records the incidents and may contact the child's parents and seek an appointment in order to discuss the situation.

**2.4** The class teacher discusses the school Code of Conduct with each class. In addition to the school Code of Conduct, each class also has its own Classroom Charter, which is agreed by the children in accordance with The Rights Respecting Children's Award. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

**2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

**2.6** All members of staff are aware of the regulations regarding the use of reasonable force by adults, as outlined in the DfE guidance 2013 "Use of

Reasonable Force". Reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In our school, reasonable force would only be considered when all other de-escalation strategies have been exhausted.

- 2.7 Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search pupils without their consent for weapons. From September 2010, the power to search pupils without their consent has been extended to include alcohol, illegal drugs and stolen property ('prohibited items').

### **3 The role of the class teacher**

- 3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced, and that their class behaves in a responsible manner.
- 3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior teacher, assistant headteacher or the headteacher.
- 3.5 The class teacher/SENCO liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher/SENDCO may, for example, discuss the needs of a child with the Education Welfare Officer or the school's behaviour support teacher.
- 3.6 The class teacher reports to parents/carers about the progress of each child in their class during **Structured Conversations** or as appropriate in line with the whole-school policy.

### **4 The role of the headteacher**

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 Records of all reported serious incidents of misbehaviour are maintained on CPOMS. The headteacher has the responsibility of reporting racist incidents to the governors.

- 4.4** The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. School Governors are informed when these actions are taken.

## **5 The role of parents/carers**

- 5.1** The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- 5.2** We summarise the school's Behaviour Policy in the school prospectus, and it is published on the school's website. We expect parents to read this and support the school in its implementation.
- 5.3** 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 the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these informal discussions cannot resolve the problem, a formal complaint or appeal process can be implemented with governors.

## **6 The role of governors**

- 6.1** 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.
- 6.2** The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.
- 6.3** If the formal complaint process is implemented governors will follow the process as laid out in the complaints procedure.

## **7 Fixed-term suspensions and permanent exclusions**

- 7.1** Only the headteacher (or acting headteacher) has the power to suspend or exclude a pupil from school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. A return to school meeting between the headteacher, parent/carer and child, is held before the child returns to class.
- 7.2** If the headteacher suspends a pupil, he/she informs the parents/carers immediately, giving reasons for the suspension. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal

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against the decision to the governing body. The school informs the parents how to make any such appeal.

- 7.3 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. Fixed term suspensions of more than five days will result in pupils attending another local primary school for the remainder of the suspension period.
- 7.4 The governing body itself cannot either suspend a pupil or extend the suspension period set by the headteacher.
- 7.5 The governing body has an appeals committee, which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## 8 Monitoring

- 8.1 The headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records of incidents of misbehaviour, on paper and/or CPOMS. The class teacher records minor classroom incidents. The headteacher may record those incidents where a child is sent to him/her on account of poor behaviour choices. We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors give details to the class teacher.
- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## 9 Review

- 9.1 The governing body reviews this policy regularly in order to keep abreast of new government regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed:** *J. Woodhead*

**Date:** November 2021



## **Westgarth Primary School Positive Code of Conduct**

1. Be friendly and help each other to get along together.
2. Work hard and try your best.
3. Follow instructions from adults in school.
4. Be sensible in school and use an inside voice.
5. Walk around school.
6. Play safe games at playtimes.
7. At wet playtimes follow the “Wet Play Rules”.



## WESTGARTH PRIMARY SCHOOL

### Code of Conduct



Be friendly and help each other get along together

Work hard and try your best

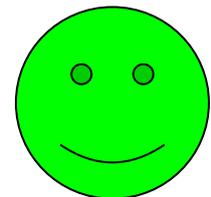
Follow instructions from adults in school

Be sensible in school and use an inside voice

Walk around school

Play safe games at playtimes

At wet playtimes, follow the "wet play rules"





## **When I want to show that I know how to line up...**

- I walk to the line
- I join the end of the line
- I leave a person space
- I try to make the line straight
- I keep my voice quiet
- I keep my hands and feet to myself
- I keep my body still



## **Guidance to support the Positive Behaviour Policy at Westgarth Primary School**

All staff and pupils will be expected to follow the guidelines, which have been written to ensure a consistent and positive approach to behaviour management in school.

### **Entry to school**

- Doors open at 8.45 to allow a staggered entry to school to allow a settled start to the day. Staff must ensure that the children are supervised during this time.

### **Morning Break**

- The member of staff on duty must be on the yard as the children arrive.
- The member of staff on duty must send a message to the staffroom to alert staff to the blowing of the whistle.
- The member of staff on duty to blow the whistle for the children on the yard.
- Children to stand still on the first whistle and walk to and line up on colour spots on the second whistle.
- All staff to stand with their class on the yard.
- Children should follow the 'line up' behaviour rules and the line that adheres to the rules should enter the school first.
- Staff should ensure that these rules are followed before they allow the children to enter the building.
- The same rules apply to break time on the field and staff should signal to colleagues before they blow the whistle.
- Children should be encouraged to go to the toilet before going out to break.

### **Movement around school**

- Children to walk round school at all times. Children should be made to retrace their steps and walk if seen running round school.
- Pupils crossing both halls should be kept to a minimum during teaching time.

### **Movement between buildings**

- Children should move between the buildings in a calm and quiet manner.
- If a whole class is moving then the children in Reception and Y6 should walk in pairs and children in Y1-Y5 in single file in a quiet and calm manner.
- Children who are delivering messages to the KS2 building should go to the class fire door, and avoid ringing the doorbell at the main entrance.

### **Lunchtime**

- Staff should ensure they leave the building to collect the children as soon as the bell sounds.
- The same rules apply to entering the building as listed above.

### **Behaviour in the Dining Hall**

- Children should enter and leave in the correct manner through the door nearest to the staffroom
- Packed lunches should be stored in the hall. Monitors should be appointed to move the trolleys to the hall during registration and to collect them after lunch.
- Children should be encouraged to check the table and floor where they were sitting and to leave the area as they found it.
- Children with a packed lunch should take all the contents left home.
- On a wet lunchtime KS2 should remain in their classrooms. Reception and KS1 will remain in the lunch hall if necessary until collected by a Lunchtime Supervisor who will accompany them to the KS1 building

- Each KS2 class should have a Wet Playtime box with paper, pencils and crayons in and children should be encouraged to have puzzle and colouring books or play chess if appropriate. Laptops should not be used during wet playtimes or lunchtimes unless supervised by a teacher.
- Teaching staff should make sure the children know and understand the 'wet playtime' routines.
- Lunchtime supervisors should make sure the children enter and exit the dining hall via the door nearest the staffroom.
- Lunchtime supervisors should record any incidents that need to be reported to the teacher at the end of the lunchtime period.

### **Cloakrooms**

- Each child should have their own labelled peg.
- There should be a limit to the belongings a child has on their peg-PE kit, ball in bag, book bag
- Each class should have cloakroom monitors who should check the cloakroom at key times during the day

### **Classrooms**

- Children should only use school equipment.
- Children are to be responsible for looking after their equipment.
- Children should be reminded of school listening behavior.
- At lunchtime and again at the end of the day, children should stand behind their chair and make sure the area is clear before they are dismissed. Staff should ensure that there is nothing on the floor, the surfaces are cleared, and the equipment is returned to labelled boxes and left tidily. Children should then be dismissed a table or group at a time. Staff should supervise the cloakrooms until the children have left.

### **Assembly**

- Children should enter in silence in an orderly fashion accompanied by the class teacher. (Stop the children at the door to ensure this.)

- Staff to identify children who find it difficult to sit in the correct manner and move them near to the staff.
- Staff to sit and face the children.
- Children to leave the hall in silence.
- Staff are requested to keep talk to the minimum when in the hall to set an example for the children.

### **Rewards and Sanctions to support the Positive Behaviour Policy of Westgarth Primary School**

#### **Whole School**

- Curriculum Driver Awards
- Class points - A chart will be displayed in the class. The points are earned by the class or individuals for the class and can be given for good manners, attitude, behaviour, respect and care of the school environment etc. The results will be recorded and there will also be a winner for every half term.
- Headteacher/Assistant Headteacher stickers
- Class teacher stickers
- Postcards to home from school
- Westgarth Badges
- Handwriting Awards
- 100% Attendance Certificates

#### **Classroom**

- Class teacher stickers
- TA stickers
- Table/team of the week stickers
- Referral to AHT
- Referral to HT

#### **Consequences**

- If it is felt that the behaviour of a child is inappropriate then the following sanctions can be used:
- Verbal warning given
- TA referral to the class teacher

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- If the inappropriate behaviour is repeated then the child should be moved to appropriate seat/area of the classroom. Young children should be moved close to an adult. It may be more appropriate to move a child to another classroom.
- Loss of playtime/lunchtime- this can only happen if accompanied by an adult
- Referral to AHT
- Referral to HT
- Phone call to parents/carers
- Removal of school privileges e.g. attendance at school clubs
- Letter home
- Meeting with parents
- Internal isolation
- Suspension
- Exclusion