



Westfield Primary Academy Behaviour and Discipline Policy

Date Approved	February 2018
Signed	
Minuted	March 2018
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The Core Values of Westfield Primary Academy

Courage

We are strong and brave in all our challenges

Excellence

We aim to be the best that we can be

Determination

We believe in success – we try, try and try again

Respect

We care for ourselves, each other and the environment

Inspiration

We explore and take ideas from the world around us

1. Introduction

At Westfield we help children to become positive, responsible and increasingly independent members of the school community. We believe that emphasising positive, desired behaviour can marginalise undesired behaviour. We also believe that discipline is a team effort involving all staff, pupils and parents. In order for our Behaviour Policy to be effective we feel that it is necessary for all adults, including staff, parents, governors, visitors and pupils to present themselves as positive role models. In all interaction adults model the behaviour that they expect pupils to show towards them and to each other.

2. Aims of this policy

- ✓ To create a learning environment which encourages and reinforces positive behaviour.
- ✓ To recognise acceptable standards of behaviour.
- ✓ To develop positive relationships, self-esteem and self-discipline.
- ✓ To ensure that the academy's expectations and strategies have clarity and are understood.
- ✓ To encourage the involvement of home and school in the implementation of this policy.

We consider that:

- ✓ All pupils have the right to learn and play in a friendly, helpful and safe environment.
- ✓ Parents have a right to feel welcome and that their children are safe and well cared for.
- ✓ Staff have a right to feel safe and to be treated with courtesy and respect.

At Westfield we believe:

- ✓ Working together with families is the most effective way of helping pupils to learn and to behave in a positive way.
- ✓ Behaviour is learned in the same way as any other attitude or skill and children need to be taught.
- ✓ Learning to behave appropriately and to gain social skills is a very important part of children's social, personal, and emotional development.
- ✓ Supporting 'behaviour for learning' helps pupils to become social, confident and independent learners.

3. Our expectations for positive behaviour

3.1 Reward System

We encourage the positive behaviour and attitudes of our pupils at all times. This is so that parents, children, governors and teachers can all work together to be proud of Westfield Primary Academy.

Positive behaviour is rewarded in relation to our core values through:

- Verbal praise from teachers and support staff
- Reward stickers and stamps
- Medal tokens
- Messages to parents through Class Dojo
- 'Good to be Green' weekly rewards
- Celebration certificates

3.2 Academy Rules

The academy rules encourage positive behaviour around the academy and in the classrooms. These are discussed and agreed in classes and whole school assemblies. Rules are **always** positive – they show what we do rather than what we don't.

The Westfield Code of Conduct

Be kind

Be safe

Be responsible

Academy Rules are reinforced through daily routines. These are reinforced and explained periodically in our assemblies. These rules are at the heart of our ethos and academy values. Parents are made aware of the ethos and rules as they work with us in reinforcing the expectations with their children. All meetings held with parents will be discussed and recorded using the academy proforma.

4 Strategies for managing behaviour

4.1 Behaviour Management for Pupils

All pupils will be taught the following steps, remembering what to do if someone is annoying or upsetting them:

1. **Ignore** them;
2. Ask them to stop, (say “**stop that, I don’t like it**, because...”); tone of voice should be firm but friendly and not confrontational; walk away;
3. **Talk to an adult** and ask for some help/support;

4.2 Behaviour Management for Staff

When managing behaviour all staff will:

1. Remain positive
2. Show respect, never ‘put the child down’; model tone of voice as firm but friendly;
3. Give simple rule reminders ‘Be kind, Be Safe, Be Responsible’.
4. Do not put yourself in a confrontational situation;

4.3 Low-level Behaviours

A minority of pupils experience difficulty in settling to their learning or following the Westfield Code of Conduct. **We disapprove of the behaviour – not the child.** When situations arise anywhere in the academy where pupils have not followed the code of conduct, the following procedures take place in all classes using the ‘Good to be Green’ policy:

- All pupils begin sessions with a ‘Green’ card
- A ‘Stop ‘n’ Think’ card is given to pupils as a reminder of the expected behaviour
- A Warning card is given, with repeated reminders of expected behaviour
- A Consequence card is given for persistent behaviours

If a pupil changes their behaviour during the session once receiving a ‘Stop ‘n’ Think’ card or a ‘Warning’ card they have the opportunity to return to green. If a child receives a consequence they will complete a ‘Think it Through’ sheet whilst reflecting on the incident that occurred during the following break time or lunchtime period. This is monitored by middle/senior leaders .

All warnings and consequences given will be recorded on individual class behaviour logs, this information will be collated by Senior Leaders.

Any consequences given, the class teacher will inform parents (face to face or by telephone) by the end of the school day. If the incident involves another pupil their parent is informed of the consequence that has taken place.

4.4 High-level Behaviours

SOS slips will be sent immediately to the Key Stage Leader/SLT in the case of:

- Serious violence (verbal or physical)
- Swearing at adults/children
- Severe disruption to the learning
- Safety of themselves or others is at risk.

Isolations/Internal exclusions may be used as a consequence for high-level misbehaviours.

For persistent misbehaviour, If the pupil has received more than 3 consequences within 5 days, the class teacher will inform the ‘Key Stage Leader’ and the pupil will be placed on report. The behaviour report process will arise in partnership with members of staff, the pupil and the parents. As necessary, charts are sent home if parents cannot attend progress meetings.

4.5 Managing misbehaviour at lunchtime and playtime

- 'Stop 'n' Think' reminder given of expected behaviour
- 'Warning' reminder given: to be within the playground area
- Consequence: if problem persists - child misses the remainder of their playtime, indoors.

All warnings/consequences will be recorded by MDA's, passed onto class teachers and filed in behaviour files.

4.5 Report Card System

STAGE 1 REPORT CARD

Once a pupil has received 3 consequences, parents will be invited into the academy to meet with the key stage leader, class teacher and pupil. The pupil will be placed on a Stage 1 Report Card with set targets for 1 week. The report card will be reviewed in a weeks' time with the key stage leader, class teacher and parent with an expectation that no further consequences will be received.

STAGE 2 REPORT CARD

Pupils will move to a Stage 2 Report Card if the behaviour continues with consequences given. At this stage the Deputy Head teacher, parent and pupil will meet to set up the report card to be reviewed at the end of the week. The pupil reports daily to the Deputy Head teacher. If the pupil receives no further consequences they return to a Stage 1 card.

STAGE 3 REPORT CARD

Pupils will move to a Stage 3 Report Card if the behaviour continues with consequences given. A meeting is arranged between the Head teacher, Parent and Pupil to set up a Stage 3 Report Card to be reviewed at the end of the week. The pupil reports daily to the Head teacher. If the pupil receives no further consequences they return to a Stage 2 card.

At any stage, a meeting may be held between the Head teacher, teacher, parent and pupil and with the involvement of outside agencies as appropriate. The head teacher reserves the right to exclude a pupil as a last resort.

5. Restraint and removal

5.1 In line with School Safe guidance, if restraint or removal is used it will be:

- Reasonable
- Necessary
- Proportionate
- A last resort

5.2 At Westfield Primary Academy teachers and other approved staff have the legal right to use reasonable force to prevent a pupil from:

- Injuring themselves or others
- Damaging property
- Disrupting good order and discipline
- Leaving the school premises

- 5.3 Guidelines issued by “School Safe” will be followed by all staff. If a pupil is out of control and is a danger to other members of the class, that class should be removed to a safe place, leaving the angered pupil time to calm down; the pupil should not be confronted. Pupil should be in eyesight of an adult in order to monitor safety. A member of the Senior Leadership Team should be notified. Restraint should be used only in extreme cases where the pupil and others are in immediate danger. Parents will be notified. DfE restraint guidelines are followed throughout.
- 5.4 All incidents will be recorded using the ‘Incident Recording Form’, identifying the type of incident, what led up to the incident, details of the incident and the outcome.

6. Bullying

- 6.1 DfE definition: “Bullying is a sustained, systematic and focused attack of a physical or mental nature from one or more pupil(s) to another of a weaker disposition”.

Bullying will not be tolerated in any form. Any report or case of bullying will be thoroughly investigated and followed up promptly. Parents will be informed and involved in any remedial action. If bullying is suspected there are a number of steps that follow:

- a. Ensure that the child is safe, remove from the situation;
 - b. Talk to the child and reassure; teach how to report to an adult in school and ask for support;
 - c. Speak to the perpetrator and ensure they understand the effect their behaviour is having upon another child at our school and what the consequence of this behaviour will be;
 - d. Try to ascertain why the child has become a target for bullying, and reduce the reasons if possible, looking out for “flash-points”;
 - e. Bring the two parties together, with adult support, giving the perpetrator the opportunity to put right what has happened and to reassure the victim.
- 6.2 Parents are kept informed by the class teacher and their support is asked for when setting the consequences. All staff are also informed and asked to monitor and inform if there are any continued concerns.
- 6.3 If necessary and appropriate, support and advice is sought from the community police support officer.

7. Inclusion

- 7.1 This policy is relevant to all pupils and staff at Westfield Primary Academy. Support will be provided to all children, regardless of their ability, gender, race or belief, helping them to manage their behaviour and develop an understanding of rights, rules and responsibilities. All staff will provide learning opportunities matched to the individual needs of children.
- 7.2 Special Educational Needs - certain behaviour patterns may highlight a child’s special educational needs. At Westfield we provide ongoing support and intervention programmes for children with difficulties that manifest themselves in negative behaviour patterns. This support is identified on the SEN Provision Map and Pupil Progress Records. If necessary, additional support is provided to the school and child through outside agencies.

8. Exclusions

- 8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher has the power to exclude a child from school. The Head may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head may exclude a child permanently in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (*Please see Appendix 1*)

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APPENDIX 1:

WESTFIELD PRIMARY ACADEMY EXCLUSIONS POLICY

Where there is a risk of exclusion a Behaviour Support Plan is put in place and the Inclusion Leader is informed.

Exclusion is seen as the last resort in the Academy's system of sanctions. Where there is a child at risk of exclusion a Behaviour Support Plan is put into place. The aim of the Academy is to keep children in the academy unless there is a breach or consistent breaches of the behaviour policy, therefore an exclusion can be seen as the only way to maintain safety of individuals, good order, behaviour and discipline.

This can be of two types:

- Fixed term, where the pupil is normally excluded for between 1 and 5 days at one time; up to a maximum of 15 days within a term. Including fixed period lunchtime exclusions.
- Permanent

An exclusion can only be sanctioned by the Head teacher or Acting Head (Deputy in the absence of the Head) and all procedures associated with it are carried out in accordance with LA authority guidance. Whenever possible, a parent/carer is contacted by telephone in the first instance. A formal letter follows with copies to the Chair of Governors and if a permanent exclusion takes place the Area Education Office is informed.

The Head teacher records all the details of every exclusion and is responsible for the paperwork. A report on the number and type of exclusions is given to the Local Governing Body on a termly basis with term-on-term comparisons by total, year group and gender.

Where possible, work is set for the period of exclusion.

Following a fixed term exclusion, the pupil and their parent/carer are seen by the Head teacher prior to being re-admitted to the academy. This is called a reintegration meeting which is organised at the start of a new day.

In some cases, a pupil that has one or more fixed term exclusions, alongside a poor behaviour record and is likely to be permanently excluded unless the behaviour changes, will be asked to attend a meeting with their parent/carer to review their 'Behaviour Support Plan'. Copies of these are held by the Parent/carer and the Academy.

Procedures for a permanent exclusion follow DfES Circular 10/04.

A Pupil Discipline Committee of at least three governors (excluding staff) considers a report from the Head teacher and representatives from the parent/carer within 15 school days. If the permanent exclusion is upheld, the parent/carer is given advice by the Local Education Authority to determine future provision for the pupil. The parent/carer may appeal to Suffolk County Council, if they are unhappy with the decision of the Pupil Discipline Committee.

Whilst the academy reserves the right to make exceptions in individual circumstances, the following guidelines are used. They apply to a first offence unless otherwise stated:

Offence	Sanction
Disruptive/aggressive behaviour at lunchtime	Half a day
Intentional damage to academy property	1 day exclusion
Violence towards another person	1-3 day exclusion
Persistently disruptive behaviour leading to serious impact on the learning of other pupils	1-5 day exclusion
Intentional theft	1-5 day exclusion
Extreme violence towards another person	Permanent exclusion
Assaulting a member of staff (harm caused with intent)	Permanent exclusion

In addition, exclusion may be used for on-going serious disruption when all other sanctions have failed.