

# Westfield Primary Academy



## Behaviour Policy

Review Date: [September 2021](#)

Next Review Date: *Autumn 2022*

## **Westfield Primary Academy's Behaviour Policy**

**Visible Consistency, Visible Kindness** is a phrase that we strive to emulate in our responses to behaviour at Westfield Primary Academy. We believe that children follow people, not rules. We know that positive relationships between adults and children are fundamental to ensuring children develop as individuals and as learners. This underpins our culture and is the driver that ensures our vision is a reality.

All stakeholders, staff, pupils, governors and parents at our school are expected to exhibit and uphold the **Westfield Primary Academy Promise:**

### **We promise:**

**W**e before me, **E**ncouraging to others, **S**afe and respectful to all, **T**he best that we can be, **F**ull of courage, **I**nspired and inspiring to others, **E**xcellent in all we do, **L**earning together, **D**etermined to succeed.

### **Staff Behaviour**

We know that the behaviour of the adults in our school is crucial to ensuring positive choices and the ability to reflect and improve in our children. All children need emotionally available adults who 'champion' them. We expect the adults who work with our children to be flexible, encouraging, kind and patient-even in the toughest of situations. Adults should choose their responses wisely, using vocabulary which helps to regulate children who are distressed. The micro scripts they adopt provide consistency and reliability-adults help children to feel safe. Through positive relationships, adults build 'emotional currency' and above all adults remain in control of their own emotions at all times. At no point, should the highest standards we expect of our children, be lowered because of an adult's negative response.

### **Pupil Expectations**

Our aim is that all pupils are faithful and loyal to the Westfield Primary Academy promise. It is an individual expectation that all pupils will adhere to our promise. The Westfield Primary Academy promise is signed by all families and forms part of our home/school agreement. A copy is kept in every child's pupil record folder. In addition, within the home/school agreement, there are five elements which are expected to be met:

1. **Academic attainment and progress**
2. **Home Learning**
3. **Punctuality & Attendance**
4. **Conduct**
5. **Relationships**

These elements are tracked on pupil's individual profiles which are shared with the children and sent home on a termly basis. They also form part of parent/teacher consultations.

### **Thrive**

At Westfield Primary Academy we recognise that there are reasons why children exhibit negative behaviours and we use the Thrive model of practice and Trauma Informed approaches to support children to develop positive behaviours and attitudes. We currently have five trained Thrive practitioners and two training practitioners, offering bespoke intervention to individuals and groups of children who have been emotionally thrown off track. Our approaches help us understand the needs being signalled by specific behaviours, giving us targeted strategies and activities to help them re-engage. Thrive sessions are offered throughout the day in our child-centred Aviary room. Children accessing Thrive will need parental permission to do so and will undergo initial and ongoing assessments.

### **Positive Behaviours**

At Westfield Primary Academy, we have encourage and celebrate positive choices in a variety of ways, individually, as a team, class or whole school. Across the school, all children will be rewarded and recognised in the following ways.

<b>Learning Ladder &amp; Component Coins</b>	<b>Dojo points</b>
Displaying positive learning behaviours in the classroom. Each step of the ladder earns component coins for the child's school team.	Exhibiting Cooperative Learning

### **Learning Ladder & Component Coins**

Every **day** pupils should be positively greeted and reminded that all pupils begin their **week** as **Positive Pips**. Throughout each day, positive learning behaviours are identified and children are recognised for being – **Brilliant Buds, Resilient Roots** and **Fearless Fruits**. Outstanding learning behaviours will be recognised by children achieving a **Golden Leaf** award; this will result in a postcard home from the Headteacher or Deputy Headteacher.

Each step on the learning ladder earns component coins which are team points. Every child is a member of a whole school team: Fire, Earth, Water and Air and each week the points collected by each team are collated and celebrated.

Positive Pip = 2 point, Brilliant Buds = 4 points, Resilient Roots = 6 points, Fearless Fruits = 8 points and a Golden Leaf = 15 points.

The winning team will receive an end of year celebratory treat. This reinforces the cooperative nature of the achievement.

### **Class Dojo Points – Awarding Points**

- Points will be awarded based on our **5 Cooperative Learning Behaviours:**
  1. Active Listening
  2. Helping and Encouraging Others
  3. Completing Tasks
  4. Everyone Participating
  5. Explaining Ideas and telling Why
- Points can be given to an individual, or to a group or team
- Each Cooperative Learning Behaviour has the same weighting – 1 point
- Points will be awarded by the teacher and updated live in the lesson
- Parents will have visibility of points awarded and why

### **Redeeming Points – The Dojo Shop**

- Collected points can be redeemed for items in our Dojo Shop
- Minimum Points Required = 200
- Children will have a Dojo Debit Card which details their available spend
- Debit will be deducted from the total based on the purchase
- A member of the SLT Team will oversee the shop and update redeemed points on Dojo
- Prefects from the Year 6 Cohort will stock and price items in the shop
- Points must be used by the end of the academic year and cannot be carried forward.

### **Pupil of the Week and Celebration Assemblies**

Each week, a child from each class will be chosen and awarded by their class teacher as pupil of the week and this will be celebrated in their class and on their Class Dojo each Friday. Teachers will also celebrate and reward improved home reading and may award other certificates connected to their class focus.

Each half term, class teachers will be asked to nominate 3 pupils who will receive Special Certificates for their efforts or achievements in the following areas;

English, Maths, Wider Curriculum

These will be awarded in Key Stage Celebration assemblies led by the headteacher and the office will contact and invite the parents of those children in advance to attend the celebration assembly.

At this assembly, Headteacher Certificates will also be given. These will be pupils chosen by the headteacher and can be given in recognition of attitudes and achievements within or beyond the classroom such as exhibiting our School Promise.

### **Reading Rewards**

We recognise how important reading is for our pupils to be successful and we want to promote, encourage, increase and celebrate reading at home.

Each week, reading is monitored and tracked as class percentages across the school and are celebrated in our assemblies. All children are expected to read a minimum of 3 times a week. Classes scoring 100% of children reading at least 3 times a week will enjoy a class reward.

Additionally, each half term, 3 Reading Champions will be chosen by class teachers who will recognise children who have shown consistency or made improvements in their home reading. These children will have additional recognition and rewards with certificates and prizes.

### **Keeping track**

Each Friday, pupils from Year 6 will count up the component coins/team points collected by each team and report the figures to the headteacher. These figures will be shared in assembly the following Monday.

Postcards home will be monitored by the Headteacher and Deputy Headteachers.

Dojo points are visible to children, teachers and parents on individual profiles. Points can be redeemed in the dojo shop each week and children are responsible for managing the transactions.

Teachers will notify the office and headteacher who their Pupil of the Week recipients are each week and a record will be kept.

Reading percentages are monitored and celebrated weekly and the senior team will monitor who the Reading Champions are each half term.

### **Poor Choices – Time To Talk Conversations and Restorative Action**

If a pupil has chosen not to follow the school promise and continues to do so following appropriate warnings and support, they will be asked to spend time in a Time to Talk conversation and if appropriate complete a restorative action. Every effort should be made to enable a child to not need a Time to Talk conversation, for instance by pre-empting triggers, applying emotional intelligence and building positive relationships to understand individual needs both in and outside of the classroom. As referenced, the behaviours of the adult are fundamental and we ask that all adults consider their own behaviour at all times when dealing with challenge.

### **Time To Talk Conversations**

Children will have a short conversation with a connected adult to discuss what has happened and consider the following questions. We encourage adults to choose no more than 5 questions. The conditions for such conversations should be carefully considered including the right location and time. Each classroom and the wraparound care provision is equipped with a portable Time To Talk sign which helps to demarcate the time and space for the sessions. Prompt cards and drawing/talking are encouraged. Each class also has a Time to Talk resource box with props to aid discussion, particularly the younger children.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. What would you do differently in the future?

A record of the Time to Talk conversation will be kept by the class teacher, using form provided, and if deemed necessary, a conversation to inform the parent. If a child has repeated conversations (3 or more) in a short space of time, or the reason for the Time to Talk is more serious, parents will be notified and details should be uploaded to CPOMS to alert the wider senior team members. When recording a behaviour incident and Time to Talk on CPOMS staff should only subcategorise behaviour if it is a racist incident or sexualised behaviour. The senior team will categorise all other behaviours to monitor patterns and trends and address. If behaviours do not improve, parent will be contacted in writing-first by the class teacher and then more formally by a member of the senior leadership team.

### **Reasons for Time To Talk and Restorative Actions**

**Time To Talk:** Minor swearing, rudeness, non-compliance, unkindness, low level disruption to learning.

**Restorative Action:** Fighting (not play fighting) or violence, extreme swearing, leaving the room, deliberate damage to property, homophobic and racist incidents.

**Mindful Meeting with Senior Leadership:** Child identified in need of a Behaviour Plan, significant violent behaviour, repeated disruption to learning, significant homophobic and racist incidents, behaviours outside of school that can bring the school in to disrepute, leaving the site

*Please note that the above is not an exhaustive list.*

### **Picking up your own tab**

Because we believe in the power of effective relationships, we encourage all the adults in our school to manage their own Time To Talk conversations. Passing poor behaviour to senior team members not only undermines the adult who is originally dealing with an incident or concern, but weakens relationships. Children appreciate the time, patience and listening ear. Providing boundaries and following through demonstrates to the child that you care and they matter. Over time, we know that such investment pays off and children make better choices. Senior team members will always support and stand alongside colleagues. In some situations, it is essential that the Deputy Headteacher or Headteacher is involved in structured conversations, restorative approaches and conversations with parents. However, as Paul Dix rightly states, 'restorative conversations allow relationships to be built and rebuilt, for respect to grow and for certainty to grow into trust.'

### **Restorative Actions**

Following a Time to Talk conversation, it may be appropriate for the child to undertake a restorative action e.g. writing a letter of apology, completing learning at home, repairing damage. If a child has been asked to complete a restorative action, parents will be informed.

### **Mindful Meetings**

Mindful Meetings are completed following a decision made by the Headteacher/Deputy Headteacher. They are 1: 1 meetings and occur only as a result of serious incidents or continued repetitive behaviours. The purpose of Mindful Meetings are that they are to be and should involve:

- Restoration (empathy/consequences/impact)

- Accountability
- Targets
- Skill building
- Recorded (see Appendix)
- Reviewed

Parents will be informed if their child is attending a Mindful Meeting.

### **Trusted microscripts vs Improvised intervention**

Using a script when responding to poor choices provides consistency and predictability-both of which make pupils feel safe. This approach also enables staff to better maintain a calm response-one which is less likely to be emotionally charged. All staff are trained to use the trust approach which can be adapted with different prompts for different ages. It allows children time to think about their choices, reminds them of previous positivity and explain why the behaviour will need to stop-with a reminder of the consequence if the behaviour continues.

**TIME:** "This is the first time I am asking you..." **OR I noticed you are struggling to get along with Jonny today.**

**RECENT:** Refer to recent positive behaviours. "Just this morning/yesterday...I saw you..." **OR Do you remember when I saw you helping Jonny last week with his home learning and you earned a component coin?**

**UNDERSTAND:** Explain why. "If you don't listen you will not able to make the progress you are capable of." "If you leave the room, you will not be keeping yourselves or others safe." **OR it is our value connected to we before me that you are not showing us today.**

**SHOW:** Explain how: "To be a good listener, face the speaker. **"You are making the choice meet me at break time for a Time to Talk meeting where we will think about what you can do to make things better.**

**TIME:** Say nothing. Walk away. Allow the child to absorb what has been shared **OR Thank you for listening.**

### **Trips and Experiences**

When a child has shown serious or repeated poor behaviour choices, the Head or Deputy Head will consider whether the child can participate in planned events that may occur. This can include non-uniform days, trips out and other privileges. Decisions will be made on a case by case basis.

### **Repeated poor choices & Behaviour Plans**

In the vast majority of cases, pupils with bespoke behaviour plans are given the opportunity to begin a new year without a plan.



If a child has a number of Time to Talk conversations and restorative actions that are not resulting in positive change, the class teacher will consider if a bespoke behaviour plan is required. **This will be written by the class teacher, with support from Senior Team and will involve a meeting with the family to discuss.**

In addition, the Head/ Deputy Head will consider if a Mindful Meeting with the child is required.

At Westfield Primary Academy we have a positive relationship with County Inclusion Support Services and work in conjunction with their lead teacher to support children and their families as required.

### **Behaviour at lunchtimes**

Midday staff are expected to adopt the same behaviour approach as class teachers and LSAs and seek to resolve conflict using the Time to Talk approach. Staff are equipped with radios and the Senior team are available to support conflict which requires greater intervention than a conversation. Information regarding Time To Talk conversations should be passed on to class teachers who will follow up as appropriate and record on their class sheet. We encourage all staff who support children at lunchtime and break time to be proactive in supporting positive play and interactions with the children to promote and model effective relationships and conflict resolution.

### **Detentions –only as a last resort**

Our approach does not include keeping children in at break or lunchtime as a sanction. We believe in team, a sense of belonging and the strength of community. We believe that children need to be taught to integrate, make connections and feel valued. Isolation goes against this ethos.

However, if a child's behaviour is consistently unsafe or unkind and we have explored a range of integrative and restorative approaches, we reserve the right to supervise children inside the building during break or lunchtime. We seek to work collaboratively with parents but do not require their permission to carry out such consequences. In extreme cases, fixed term exclusions at lunchtime may take place but any type of withdrawal is always a very last resort.

### **Thrive Lunchtime Sessions**

A Thrive lunchtime session is run daily at lunch times as a safe space for those children in Key Stage 1 and 2 who find lunch times difficult for any number of reasons. Children are referred to the provision and are allocated a space by the Thrive leader. If a member of staff wishes a child to join the Thrive lunch sessions they need to have a conversation with the Thrive leader to check availability before allowing the child to attend.

## **Uniform**

We have high expectations of presentation, both the presentation of work and the presentation of ourselves by wearing our school uniform. Non-compliance with our presentation policy and school uniform policy, including PE kit, will result in a conversation by the class teacher with the child's family. If non-compliance persists a polite reminder letter will be sent to families regarding uniform from a member of SLT.

## **Attendance and Punctuality**

We track the attendance of every child and this forms part of the pupil profile. Attendance is monitored weekly by SLT and is measured on a cumulative basis. Poor attendance is taken very seriously and can have a significant impact on a child's educational outcomes.

- Attendance over 96% is rated as green.
- Attendance between 92 and 95.9% is rated as amber.
- Attendance below 92% is red.

We will automatically send families a letter when attendance falls below 92%. Please note that amber or red attendance will NOT result in a colour change, but where attendance falls below 90% or children are regularly late, the Educational Welfare Officer will become involved.

The Headteacher or Deputy Headteacher will be outside meeting and greeting families from 8:30am daily and will remain outside to monitor lateness after 8:50am. The Head teacher or Deputy Headteacher will ask families why they are late. Weekly attendance and punctuality letters via email are shared with our community. Families who are late on any day of a given week will be sent a letter via email on a Friday.

Good attendance and punctuality is recognised every week in our celebration assembly through Webster the Wolf who will visit the class/es with the best attendance that week.

100% attendance is recognised at the end of each term and the academic year.

## **Conduct in shared areas of the school community**

Pupils and staff are expected to **WALK** through the building quietly and in single file. This includes walking in and out of the building during periods of transition especially following break and lunchtimes.

*My head held high*

*A smile on my face*

*My hands behind my back*

*As I move from place to place*

### **Confiscation**

Mobile Phones are not permitted in the classroom. If for safety reasons, it is deemed appropriate for a child to have a mobile phone at school it should be stored in a locked cupboard in the classroom. We ask parents to make the Headteacher aware of this in advance. We reserve the right to confiscate mobile phones if they are found on the child or used within lessons. Other items that are deemed dangerous or unsafe or impact on the learning of others, will be confiscated and kept in a locked cabinet. If confiscated during lesson or outside playtimes, the item is sent with an adult to the Headteacher. If this is not possible, it is placed on a high shelf until the next break. **The school will not be held responsible for personal items that are lost or damaged at school.**

### **Searching**

If pupils are believed to be carrying items that are a danger to themselves or others, we reserve the right to search pupils without their consent. This will always be carried out by two members of staff of appropriate gender and supported by a member of SLT. We hope to avoid searching by asking pupils to show us what they have in their possession. The following items are prohibited:

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Fireworks
- Pornography
- Any item which a staff member believes may cause offence or injury
- Electronic devices and toy guns are banned

### **Pupils conduct outside of the school gate**

We have the right to apply behaviour sanctions to pupils outside of the school premises for misbehaving where:

1. The behaviour is witnessed by a member of staff
2. The behaviour is reported to the school
3. The pupil is identifiable as a pupil attending Westfield Primary Academy

4. The behaviour has repercussions for the orderly running of the school
5. The behaviour poses a threat to another pupil or member of the public
6. The behaviour adversely affects the reputation of the school.

### **Reasonable Force**

We will always avoid physically restraining pupils at all costs, using a range of other behaviour management strategies. However, in extreme circumstances we reserve the right to use reasonable force to restrain a child. This may occur if a child is:

- Committing any offence
- Causing personal injury or damage to any other person, including themselves
- Prejudicing the maintenance and good order and discipline among pupils receiving education at the school.

Authorised members of staff that can carry out restraint have all received up to date training.

### **Touch**

At Westfield, we recognise that safe touch is an effective way to communicate affection and warmth. It gives reassurance and can communicate security and comfort. Touch enables the person to develop understanding of these positive emotions and the ability to communicate them. Touch can offer reassurance and support, comforting distressed or upset pupils, communicating warmth, comfort and reassurance and to develop positive emotions. Cautionary touch should be used with pupils who are sensitive to touch, touch defensive or may have a history of receiving negative touch. Please see our separate Touch policy for further detail.

### **Exclusions**

On the rare occasion that pupils display extremely serious behaviour or continue to display poor behaviour choices after the sanctions above, exclusions may also be used. Violence towards members of staff is not acceptable at Westfield Primary Academy and an exclusion may be used. Depending on the nature of the offence this may include immediate, permanent exclusion. Only the Headteacher has the power to give permission for a pupil to be excluded from school.

Continued disengagement in learning, leaving the classroom and refusing to follow reasonable instructions and requests may result in periods of fixed term exclusion. Behaviour that continually impacts on the learning of others will not be tolerated at Westfield Primary Academy.

### **Internal Exclusion**

Working in isolation. No contact with classmates or playtimes with classmates.

### **Fixed Term Exclusion**

Working at home. The pupil may be excluded for one or more fixed periods, for up to 45 days in any one school year.

### **Permanent Exclusion**

No longer attending the school and being removed from the school role. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

### **Fixed Term and Permanent Exclusion Protocols**

If the Headteacher excludes a pupil the Headteacher or Deputy Headteacher informs parents immediately, giving reasons for the exclusion. In the event of permanent exclusion, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body.

The Headteacher informs the LA and the Governing Body about any permanent exclusions and about any Fixed Term exclusions beyond five days in any one term.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a 'discipline committee' which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the Governors.

When an 'appeals panel' meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors appeal decides that a pupil should be reinstated the Headteacher must comply with this ruling.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher under the Schools Standards and Frameworks 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.

### **The Role of the Class Teacher**

In accordance with the Teaching Standards 7, teachers are required to: 'manage behaviour effectively to ensure the good and safe learning environment.'