

**Behaviour Policy**

Review Date: September 2024

Next Review Date: September 2025

**Ethos and values:**

Westfield Primary Academy recognises behaviour as: ‘the way in which a person behaves/reacts in response to a particular situation or stimulus.’

At Westfield Primary Academy, we recognise behaviour is a form of communication. Poor behaviour often is communication of an unmet need or as a defensive mechanism for pupils to protect themselves from a perceived threat. This policy is designed to promote positive behaviour and explicitly teach pupils strategies to manage their emotions and responses to perceived threats. The management of positive and dysregulated behaviour is the responsibility of all members of our school community as we recognise the research which tells us that pupils learn best when they feel safe, respected and listened to.

Our school strives to provide all children with a safe, caring and inclusive environment where all of the school community feels respected and valued. A school environment must enable children to learn and teachers to teach. We work together to ensure all children can learn and grow in order to fulfil their own potential and our high expectations.

***Visible Consistency, Visible Kindness*** is a phrase that we strive to emulate in our responses to behaviour at Westfield Primary Academy. We recognise that positive relationships between adults and children are fundamental to ensuring children develop as individuals and as learners. Our whole staffing team aim to create positive, non-judgemental relationships to ensure that pupils’ needs are met, and when they are not, that pupils have a trusted adult to talk to. This underpins our culture and is the driver that ensures our vision is a reality.

**Aims and Purposes:**

To ensure that pupils succeed in learning, all children need to learn specific behaviours for learning. As with all child development, children are unique individuals and some children may be further along in their behaviour for learning than others. In the same way as some children are further along with their physical development than others. Our approach to teaching behaviour for learning matches our academic teaching – it is highly differentiated to meet the needs of individual children. We recognise that some children will require additional support with their learning behaviour. We aim to ensure high expectations are held by all in our school community in order to achieve excellent behaviour. This policy does not solely apply to the relationships between staff and pupils, we recognise that all adults in school need to model these expected behaviours also as the example seen by pupils is a great influencer. Our aim is to also involve children in an ongoing conversation about their behaviour. It is important that the child’s own thoughts and feelings about their behaviour is valued, and that they are able to articulate their emotions and needs. As part of our approach to encouraging positive behaviour in school, we use restorative conversations and reflective practice. These tools are used for supporting pupils with developing strategies to manage similar situations if they arise again.

Behaviour for learning encompasses a wide range of needs and experiences. In order to support all our children, our school believes that all children, regardless of age, experiences or needs, have the right to access the following key aims. The purpose of these is to ensure that all children feel safe, valued and respected.

* To provide pupils and staff with a secure well-ordered environment.
* To promote co-operative learning across the school, including: active listening, full participation, helping and encouraging others, explaining ideas, hard thinking and completing tasks.
* To ensure that clear boundaries support learning and progression.
* To ensure clear dialogue with pupils about potential barriers to learning.
* To secure the involvement of parents/carers in pupils’ learning and personal development.
* To promote the development of good personal relationships as well as a range of personal qualities and interpersonal skills such as courtesy, respect and sensitivity to the needs of others, through the ‘Getting along together’ programme.
* To promote equal opportunities and value individuals regardless of gender, race or disability.

**School Rules and Expectations**

Ensuring that pupils have access to quality education means that the environment for learning should be calm, ordered and challenging for pupils’ stage of learning. In order for our expectations for pupils’ behaviour to be met, we adhere to three school rules. These are:

We are **ready**

We are **respectful**

We are **safe**

Pupils are expected to be **ready** to learn. This means that they are showing active listening, prepared for lessons and show attention to their learning.

Pupils are expected to be **respectful** to all. This means that they show kindness to others, they do not discriminate and use should polite, appropriate language to all members of our community. Pupils do not intentionally damage others’ property, including that belonging to the school.

Pupils are expected to be **safe** at all times. This means that pupils do not put themselves or others at any risk of harm. This includes physical harm, mental harm or digital harm. Pupils do not bring any offensive items into school.

In addition to our three school rules, pupils, staff, governors and the wider community of the school are expected to uphold our Westfield 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.

**Home/School Agreement**

In addition to our school rules and Westfield Promise, within the home/school agreement, there are five elements which are expected to be upheld throughout the school year:

1. **Dedication to *academic attainment and progress***
2. **Commitment to *Home Learning***
3. **Devotion to *punctuality & good attendance* (>97%)**
4. **Appropriate *conduct***
5. **Positive and respectful *relationships***

These five elements of additional school responsibility (outlined in greater detail in the Home/School agreement) enable pupils to develop skills outside of the curriculum. We recognise that adhering to these five elements requires commitment from our families and not just our pupils. For families who need additional support to adhere to these elements, we will work to develop strategies on a case-by-case basis.

**Emotional Literacy and Behaviour Curriculum**

Children will be taught skills for building positive relationships through PSHE sessions, Assemblies and Emotional Literacy Sessions. We have a dedicated pastoral team who work alongside pupils to develop their emotional literacy and positive strategies for managing behaviour. As part of our behaviour management system, we have a specific space in school for pupils to have a ‘reset’ on behaviour expectations. In this space, pupils will be supported to reflect on their feelings and supported to manage their behaviour and dysregulation. Alongside these, adults in our school will support all children to become more emotionally literate by modelling the following skills:

**Affect Attunement** – the ability to ‘tune in’ to what the child may be feeling and responding appropriately.

**Empathy** – the ability to recognise that a child’s feelings or thought are completely valid in that moment, and putting ourselves in their shoes.

**Containment** – the ability to make a child feel safe when they feel out of control. This is done by being consistent in our approach, applying boundaries in a supportive manner, emotionally contain feelings that are too big for the child and remaining in charge of our own feelings and emotions, being steady.

**Calming and Soothing** – the ability to support a child to self-regulate their emotions and feelings through a process of co-regulation.

We use Zones of Regulation for pupils to articulate their emotions and feelings – this is outlined in greater detail later in our behaviour policy.

**Expectations for Stakeholders**

The Westfield Senior Leadership Team will consistently model the behaviours and expectations of the school’s behaviour policy. The Senior Leadership team will be highly visible and routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Senior Leadership team have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. Staff at Westfield will undertake regular behaviour training and regular CPD to support their ability in supporting with a range of behavioural needs. This will include the support of outside agencies. New staff will receive training and support to ensure effective implementation of the school’s behaviour policy.

*Staff will:*

* Set the standard for building positive relationships and treating others respectfully
* Implement behaviour approach with consistency
* Promote the values of cooperative learning throughout the curriculum
* Have the highest expectations for children’s capabilities
* Do their utmost to support good progress in children’s behaviour and relationships
* Build children’s self esteem and try and find out the reasons behind unacceptable behaviour
* Notify parents of any patterns of unacceptable behaviour or unusual behaviour identified through early intervention and implement training in Trauma Perceived Practice (TPP) which will be delivered between September 2024 and December 2025.

*Children will be encouraged to*

* Work hard to improve and achieve their potential
* Be responsible for their own actions and learning
* Build positive relationships with staff and with pupils
* Have a positive attitude and be engaged in their learning
* Follow agreed school and class routines
* Develop the ability to learn from their mistakes and take pride in their achievements

Parents will

* Have high hopes, aspirations and expectations for their children
* Work with the school to help children to get better in their relationships, behaviour and learning
* Support the objective implementation of school policies and procedures
* Ensure their children attend school regularly (>97%), arrive on time to school and with a positive attitude
* Notify the school straight way regarding and issues concerning behaviour
* Be listened to and treated respectfully by staff, acting the same in return

# Conduct in shared areas of the school community

Pupils and staff are expected to **WALK** through the building quietly and in single file unless there is an appropriate emergency.

Pupils are expected to line up in silence at the end of break and lunch time. Pupils will be invited into learning by the class teacher where they will transition appropriately into the classroom. Pupils are expected to transition using the following guide:

*My head held high*

*A smile on my face*

*My hands behind my back*

*As I move from place to place*

In shared, communal areas, pupils should not disrupt the learning of others who may be working in the area. If pupils need to leave the classroom, they should transition silently and following the transition guide. This reflects our rule of respect as it allows other to continue learning without being disturbed. During break and lunchtimes, pupils should not enter the school unaccompanied by an adult unless attending the toilet. This ensure safety for all pupils at all times.

**Routines**

A key component of teaching positive behaviour for learning is to ensure that routines are carefully and consistently kept. To expect orderly behaviour, our school must act as an example for orderly behaviour. This includes:

* The learning environment – tidy, calm, interactive, challenging and celebratory
* An organised classroom – to ensure children to be independent learners
* Routines for the school day – visual timetables, planned and explained to the children
* Movement around the school – calm and quiet

When any adult requires a class’s attention, they will raise their hand and recite the following: ‘3, 2, 1 show me you are listening’. Children should follow by stopping talking, placing their thumb on their chest and showing active listening (tracking the speaker, not engaged in conversation and attentive to learning).

# Thrive and ELSA

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 Perceived Practice approaches to support children to develop positive behaviours and attitudes. We currently have five trained Thrive 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 Swan room. Children accessing Thrive will need parental permission to do so and will undergo initial and ongoing assessments.

ELSA (Emotional Learning Support Assistant) sessions are run by our dedicated family liaison officer (FLO) and offer children effective strategies to manage their emotions. Our FLO supports pupils in ‘reset’, works proactively in the school environment to manage dysregulation in classrooms and offers 1:1 sessions for specific pupils.

**Trauma Perceived Practice (TPP)**

TPP in underpinned by three main values. A TPP mindset requires a shift in our approach to behaviour in that we understand that behaviour is a response/communcation to perceived trauma and not ‘choice’. By shifting our thinking to this mindset, we allow ourselves to support children with strategies to cope in potentially stressful situations if they arise again. The three principles of TPP are:

* Compassion and kindness instead of blame and shame
* Hope instead of hopelessness
* Connection and belonging rather than disconnection

What TPP does:

* Supports staff to provide an environment which promotes the sense of belonging.
* Enables staff to be more knowledgeable and skilled to effectively support pupils.
* Enables staff to be aware, understand and meet the pupils’ emotional needs so that they can make progress with their learning.
* Enables staff to have healthy and helpful conversations with each other using reflective practice.
* Creates an underlying culture of respect and support so that pupils are provided with clear expectations.
* Develops an understanding of co-regulation/self-regulation to guide them through stressful situations.
* Enables the school/setting to realise the prevalence and impact of trauma and respond by building resilience, relationships and safety for children, families and staff.

Each of these elements support our high expectations of behaviour through a deep understanding of our pupils’ needs and backgrounds. This enables us to personalise support and where needed, introduce outside agencies, IBPs and/or additional support.

# Positive Behaviours

At Westfield Primary Academy, we encourage and celebrate positive choices in a variety of ways. The main way is through the Westfield Learning Ladder. The Learning Ladder is displayed in every classroom and rewards children who are displaying the correct behaviours.

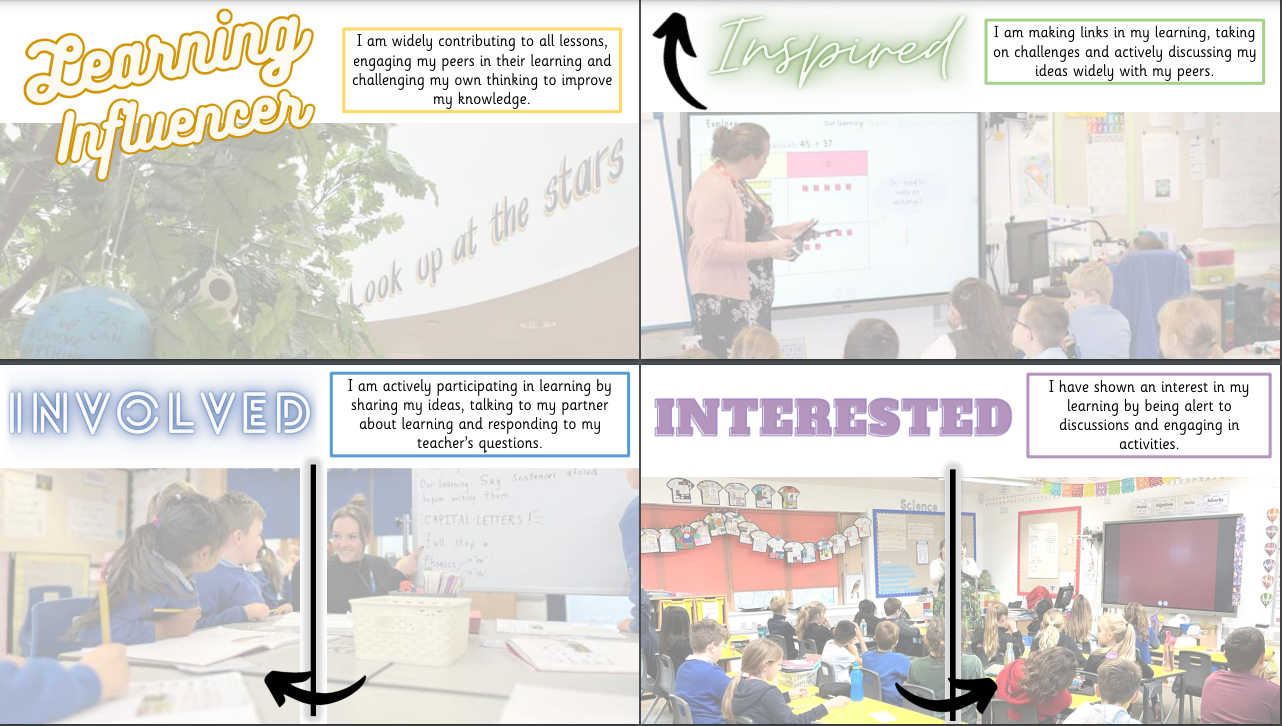
All children will start the day on ‘Ready to Learn.’ Ready to learn means children are showing active listening and are attentive to the learning happening in the classroom.

Children will move their name up to ‘Interested’ if they have shown an interest in their learning by being alert to discussion and engaging in activities. They move from left to right on the chart if they continue to show this in the lesson. Children are rewarded a Class Dojo point.

Children can move their name further if they are ‘Involved’ in their learning. Children are actively participating in their learning by sharing ideas, talking to their partner about learning and responding to the teacher’s questions. Children will be rewarded with two Class Dojo points.

Children can move their name up the ladder again if they are ‘Inspired.’ Children are making links in their learning, taking on challenges and actively discussing their ideas widely with their peers. Children will be rewarded with three Class Dojo points.

Children can move their name to the top of the learning ladder if they are a learning ‘Influencer.’ Children are widely contributing to all lessons, engaging with their peers in their learning and challenging their own thinking to improve their knowledge**.** Children will be rewarded with five Class Dojo points. A letter will be sent home to parents/carers celebrating this achievement. They will also be entered for the Influencer raffle which will be drawn at the end of each half term. Influencers may also receive further privileges throughout the half term. Learning influencer rewards are recorded centrally by the Senior Leadership Team.



The 3 children who receive the most Influencer rewards each half term will receive a prize. For example; a voucher.

Teachers may decide to give whole class rewards based on specific events such as whole class effort. These are discretionary and not ‘set’ for each class teacher.

# Class Dojo Points – Awarding Points

* Points will be awarded by the teacher and updated as pupils move up the learning ladder

* 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 to redeem = 200

* Debit will be deducted from the total based on the purchase

* A staff member will oversee the shop and update redeemed points on Dojo
* 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 Celebration Assembly.

Each term, class teachers will be asked to nominate pupils who will receive

special Certificates for their efforts or achievements. This can include curriculum subjects as well as behaviours for learning. Awards will be given for English, Maths, Wider Curriculum and a Headteacher’s Award.

These will be awarded in Key Stage Celebration assemblies led by a member of the Senior Leadership Team and the class teacher will invite the parents of those children in advance to attend the celebration assembly.

The Senior Leadership term will also visit classrooms regularly and hand out mini certificates for children who are displaying positive learning behaviours and upholding the school values.

# Keeping track

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

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

# Misbehaviour and Sanctions

The Learning Ladder will be used in the classroom. If a child **is not showing active** listening or participating in their learning, a reminder of the school expectations are given and the child’s name is moved onto a first reminder.

The teacher will explicitly explain and show the behaviours which are needed to the child and check if there is anything the child needs for support. The child will be given time to internalise and demonstrate this.

If the child continues displaying the behaviours, they will be reminded again and their name will be moved again. The adult will talk with the child to check if they can support them and model the expectations required.

If the child continues to disrupt their behaviour and others, they will be given some time to reflect on their choices in the classroom reflection area. This is a time to reflect on the behaviour and complete an activity to share why they are displaying this behaviour. An adult will check in with them and it is expected they will return to their learning after 5/10 minutes. Adults will use reflective conversations to ascertain any underlying reasons why a pupil may be exhibiting a specific behaviour. This is a quiet conversation between the pupil and the adult.

If after reflection time and an additional reminder the child continues to disrupts the learning of themselves or others they will be removed from the classroom and taken to the reset room. They will work with an adult to unpick why the child is behaving in this way. Activities will be completed with the child to help them regulate their emotions before the child will be expected to complete their learning. Restorative conversations and actions will be taken to ensure that pupils recognise the importance of ‘putting things right’.

If a child is still struggling to co-regulate/self-regulate in the reset room, then parents will be contacted for a further reset.

Once a child demonstrates they are ready to learn, they will return to the classroom and their name will return to ‘ready to learn.’ Adults will discuss with the pupil the expectations for returning to the classroom and pupils will be welcomed back to the learning environment.

Repeated reminders and resets may result in the Pastoral Lead contacting parents to meet in person. These conversations are supportive and are designed to enable a holistic approach to supporting a pupil to engage with positive learning behaviours. A record of pupil resets are recorded centrally by the Pastoral Team.

**Restorative Approaches**

When an incident occurs, we will always provide the child with the opportunity to restore their behaviour. This involves using these steps where appropriate:

**Wait** – We wait until the child involved is calm enough to talk about their behaviour.

**Listen -** We listen to each child involved about what has happened, including any witnesses.

**Discuss** – We discuss together what should have been the right action, and what they could do differently next time.

**Apologise** – We support the child to apologise if developmentally appropriate. If it is not appropriate, the adult will apologise on their behalf, modelling good practice

Every effort should be made to enable a child to not need a reset, 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.

**Zones of Regulation**

To support the use of restorative conversations, we use the Zones of Regulation to help children to understand how they were feeling at the time of the behaviour. It is designed to foster self-regulation and emotional control and brings together several different areas of research including The Incredible Five Point Scale, Social Mapping, TPP and Growth Mindset. ​The Zones of Regulation categorises states of alertness and emotions into four coloured zones. This colour coded system means that there is no need for the pupil to be able to articulate or label specific emotions as this can be difficult for some pupils to explain. ​

**Green**: calm, OK, happy, focused, ready to learn ​

**Blue**: sad, tired, bored, ill… (low feelings/mood/energy) ​

**Yellow**: stress, frustration, excitement, nervous, silly.

**Red**: anger, rage, explosive behaviour, panic, elation.​ This is a state of dysregulation where the child is at the risk of losing control or has already done so.

Thus anxiety for example could be yellow OR red depending on intensity.​ The Zones of Regulation are not a behaviour management system but are designed to help children understand perhaps why they reacted in the way that they did. The key message is that all the zones are expected in life and that we all feel them. The colours are indicative of strength of feelings AND state of control or regulation. ​

# 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 reflective 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.’

# Trusted micro scripts vs Improvised intervention

Using a script when responding to poor behaviour 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.

**T**IME: “I am reminding you of our school rule of being safe, you not showing safe behaviours by...’ **OR I noticed you are struggling to get along with Jonny today.**

**R**ECENT: 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?**

**U**NDERSTAND: Explain why. “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.**

**S**HOW: Explain how: “To be a safe learner, keep your feet on the floor and focus on... This will help you to...” OR **“If you do not keep yourself safe, you may need to attend the reset room to discuss our school expectations with an adult.”**

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

When further intervention is required, the Learning Ladder below supports with sanctions. This should be used with professional discretion. Support from the Senior Leadership is to be used when sanctions need to be escalated.

|  |  |  |
| --- | --- | --- |
| Ready to Learn | Starting point- all children start at Level 0 at registration times.  Proximal praise will be used to support low level behaviour before is escalates. | |
| Level 1  In Need of Reminder | General chatting, calling out, not getting on with their work, distracting others, general inappropriate behaviour or not following the Westfield Promise. | 1st reminder  Remind, teach, time |
| In Need of Reminder | Persistent misbehaviour, deliberate distraction of others, rudeness to staff members or other children | 2nd reminder  Remind, teach, time |
| Level 2  Reflection time | Persistent misbehaviour and failure to respond to previous sanctions, refusing to follow instructions given by an adult, refusing to complete learning. | Reflection area in the classroom (5-10mins) |
| In Need of Reminder | Persistent misbehaviour, deliberate distraction of others, rudeness to staff members or other children after reflection time and reminders. | 3rd reminder  Remind, teach, time |
| Level 3  Reset | Failure to respond to previous sanctions, refusing to follow school rules, refusing to complete learning, disrupting the learning of others | Reset room  Parents called for a reset if required |
| Some behaviours will ‘by pass’ levels 1-3. These behaviours are outlined below. | | |
| Level 4 | Explicit rudeness to staff members, damage to school/pupil property, leaving class without permission, harmful/offensive name calling/ directed swearing at another child or adult, spitting and defiance. | Reset room  Loss of privileges, phone call home by class teacher  Parents called for reset if requires |
| Level 5 | Assault to a member of the school community, Bullying, defiance and refusal to comply to safety instructions, racist language/behaviour or threatening behaviour towards others. | Internal exclusion. SLT to phone home |
| Level 6 | Serious assault to a member of the school community, leaving school grounds, extremely dangerous behaviour towards themselves or others. | External suspension |
| **If children are progressing through the behaviour system on a regular basis, SLT, class teachers and parents will develop strategies to support the child’s behaviour.** | | |

**Repeated poor choices & Behaviour Plans**

If a pupil requires an individual behaviour support plan they will be bespoke in order to meet their individual needs. They will be written by the class teacher with support from Senior Leaders and in collaboration with parents/carers.

As referenced above, pupils who repeatedly attend The Reset Room will have a Pastoral Team meeting where the Pastoral Lead, FLO, SENDCo, Class Teacher and parents will be invited to ensure various aspects of a pupils’ life are covered. In the meeting, a Pastoral Support Plan will be created which prefaces a behaviour support plan, one page profile or additional SEND support (if appropriate). These meetings are designed to create individualised plans which are appropriate for the pupil’s level of understanding and may include adaptations to the learning environment. For example, regular brain breaks for pupils to self-regulate.

\*Pastoral Support Plan can be found here: [PSP](Pastoral%20Support%20Plan%20-%20September%202024%20Master.docx)

**Working Together**

We consistently take a positive approach to behaviour however, in some circumstance unsafe behaviour may require further intervention. 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, internal exclusion at lunchtime may take place but any type of withdrawal is always a last resort. Occasionally, we may use this sanction to support a time of reflection for a group or pupils or class. Where this is the case, this sanction will be overseen by the class teacher. If multiple occasions occur across a short period of time, a PSP will be created.

# 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 restorative approach. All incidents at lunchtime must be recorded on CPOMs and reported to the class teacher. Pupils are expected to treat all members of staff with the same respect and expectations laid out in the Behaviour Policy.

# Thrive Lunchtime Sessions

A Thrive lunchtime session (also referred to as ‘Lunch Club’) is run daily at lunch times as a safe space for those children 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.

**Pupils with Special Educational Needs and Disabilities**

These pupils, who may have Special Educational needs, disabilities or other specific needs, will be expected to follow this policy to the best of their ability but we recognise that they will need extra support in doing this, and there may be occasions where these expectations will need to be made appropriate for an individual pupil’s emotional and behavioural development. For further information on how we support pupils with additional needs, please see Unity Partnership Trust’s Special Education Needs and Disability Policy.

The School uses a variety of strategies in order to ensure that barriers to learning are removed and where pupils find it difficult to meet our School Values, relevant support will be offered. This could include, but is not limited to, referral to the Thrive programme, devising of an individual behaviour plan or the use of outside agencies.

# 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.
* Intentional leaving of school site

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

# Exclusion and Suspension

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 or if a Deputy Headteacher is deputising for the Headteacher has the power to give permission for a pupil to be suspended. The decision to suspend a pupil will be made by more than one member of the Leadership Team to ensure a fair and correct decision is made.

Continued disengagement in learning, leaving the classroom and refusing to follow reasonable instructions and requests may result in periods of suspension.

Behaviour that continually impacts on the learning of others will not the tolerated at Westfield Primary Academy.

If a child is suspended, the family will be offered to engage with The Suffolk Pupil Support Framework. This is a child centred approach to address inclusion of children with challenging behaviour or additional needs from a range of perspectives.

**Internal Exclusion**

Internal Exclusion is when a pupil works in isolation either in the SLT Office or in another class within school. They will miss their playtimes and lunchtime play and have their lunch in the SLT Office.

# Suspension

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. Permanent exclusions are dealt with under separate statutory guidance from the Department of Education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/att achment\_data/file/921405/20170831\_Exclusion\_Stat\_guidance\_Web\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

# Fixed Term and Permanent Exclusion Protocols

If the Headteacher excludes a pupil, a member of the Leadership team will inform parents immediately and give reasons for the suspension. 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, Unity Schools Partnership 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 ‘pupil disciplinary committee’ which is made up of between three and five members. This pupil disciplinary committee must consider any permanent exclusion made by the Headteacher.

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.

**Bullying**

We recognise that bullying and harassment can and does take place in all walks of life and incidents of this kind will always be taken seriously and dealt with promptly by the Senior Leadership Team.

Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.

At Westfield Primary Academy we consider bullying to be pre-meditated ‘behaviour taken by an individual, or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally’ (DfE ‘Preventing and Tackling Bullying, July 2017’).

The three common aspects in most definitions and those that Westfield use are that:

• It is deliberately hurtful behaviour.

• It is repeated over time.

• There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

**Forms of Bullying**

Bullying behaviour can represent itself in a number of different forms and be related to a number of things. Children and young people can be bullied in ways that are:

• Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don’t want to do.

• Verbal – by being teased in a nasty way; name calling insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them

• Relational / indirect – by having nasty stories told about them; being left out, deliberately ignored or excluded from groups.

• Electronic / ‘cyberbullying’ - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone.

Bullying is a complex type of behaviour occurring between individuals and groups. Different roles within 10 bullying situations have been identified and include:

• The ring-leader, the person who through their social power can direct bullying activity.

• Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)

• Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.

• Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour

• Defenders, who try and intervene to stop the bulling or comfort pupils who experience bullying.

**What will the school do about incidents of bullying?**

If an incident of bullying is known about by the school, we will:

• work to make sure that the person being bullied is safe;

• work to stop the bullying happening again;

• provide support to the person being bullied;

• take actions to ensure that the person doing the bullying learns not to harm others.

**Preventative strategies include:**

• Effective school leadership that promotes an open and honest anti-bullying ethos.

• Use of curriculum opportunities - in particular, Personal, Social, Health and Economic education (PSHE) and relationships and sex education (RSE) lessons.

• Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies).

• Engaging pupils in the process of developing the school anti-bullying policy and promoting open and honest reporting.

• Improving the school environment, looking in particular at staff supervision patterns; the physical design of the building(s) and writing risk assessments if appropriate.

**Consequence strategies:**

The consequences have three main purposes, namely to:

• impress on the perpetrator that what he/she has done is unacceptable;

• deter him/her from repeating that behaviour; and

• signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Consequences for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

• A consequence will provide time for reflection activities or a suspension

• Persistent offenders may face permanent exclusion.

Other consequences and strategies to support may include:

• Different playtimes to peers

• Thrive work

• Reporting and Monitoring Bullying

• Outside agencies if deemed necessary

• Engagement with parents

CPOMS which enable the school to:

* monitor bullying incidents

• manage individual cases effectively

• monitor and evaluate the effectiveness of strategies

• demonstrate defensible decision making in the event of complaints being made

• engage and inform multi-agency teams as necessary

**Child on Child Sexual Harassment and Sexual Violence**

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Any incidents that are reported either happening in or outside of school will be taken extremely seriously. All incidents will be investigated by the safeguarding team, and reported to the DSL if deemed appropriate. Further action may be required, including exclusion and/or referring to the MASH team (Multi-Agency Safeguarding Hub). Full details and further information can be found in our Safeguarding Policy and Child Protection Procedures

**Racist and Prejudice Incidents**

Racism and prejudice at Westfield is completely unacceptable.

• We expect pupils to report issues related to racism and prejudice straight away. All reports are investigated fully by the Senior Leadership Team and are recorded on CPOMS.

• After each investigation and where necessary consequences will be followed. Depending on the nature of the incident, and its classification, the consequences can range from restorative justice to an Exit consequence or a Suspension. For serious, extreme and/or repeat offences permanent exclusion may follow.

• The Academy retains the right to report incidents to the Police and logs on CPOMS all racist and prejudice incidents. After a racist/prejudice incident the parents/carers of both the victim and the perpetrator are informed.

# 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 and reported to parents/carers at the earliest possible time.

# 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:

* when taking part in any school-organised or school-related activity; • when travelling to or from school;
* when wearing school uniform;
* when in some other way identifiable as a pupil at the school;
* that could have repercussions for the orderly running of the school;
* that poses a threat to another pupil; or
* that could adversely affect the reputation of the school.

Incidents that arise outside of school hours, that impact on the educational, health and wellbeing of children will be investigated thoroughly and parents will be contacted. As well as contacting ourselves, incidents can also be reporting to [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com), who can help in removing harmful content. Please also refer to our Online Safety Policy.

# 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 Senior Leadership Team / Class Teachers 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 Senior Leadership Team. 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, weapons or sharp objects that could be used as 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

# 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.

For clarification of any of the elements outlined in the Behaviour Policy inc. Anti-Bullying please contact Mr T Gooch (Deputy Headteacher) or Ms C Moody (Headteacher) who will be more than happy to explain in any further detail needed.

As afore mentioned, a copy of our home school agreement is kept on-file for all pupils which includes the information outlined in this policy.