

Behaviour Policy

This policy was reviewed and amended in September 2018.

This policy should be read in conjunction with:

* Safeguarding Policy
* Health and Safety Policy
* Attendance Policy
* Inclusion Policy
* Special Educational Needs Policy
* Anti-Bullying Policy

Intended review date: September 2020

1. **Our Philosophy**

***“Caring, challenging and aiming high.”***

At Westgate Primary School we seek to provide a balanced and broad curriculum that aims to meet the academic, moral, social and spiritual needs of all our children. We believe by doing this and providing a stimulating environment, and implementing a clear and consistent whole school behaviour system, a majority of our children will be able to meet our high expectations of behaviour.

We recognise that there are times when some children may find it challenging to meet our high expectations due to other contributing factors that may be affecting their social and emotional wellbeing. For these children, our whole school behaviour system may not be able to teach or modify the behaviours displayed, and will need additional strategies to achieve our aims. Our teachers and Pastoral Team work together to effectively implement tailored plans in these instances.

1. **Statement of Expectations**

Our expectations form the basis for this behaviour policy.

Expectations of the child

* Be on time for start of school
* Be kind, caring and helpful to all
* Make it easy for everyone to learn and for the teacher to teach
* Listen politely to everyone
* Move calmly and sensibly around our school
* Respect our school and keep it clean and tidy
* Respect all others and their possessions
* When outside of school remember you are an ambassador and represent all of us.

Expectations of School

* All children are treated in a fair, professional manner.
* Classroom activities are engaging, interesting, enjoyable and challenge individuals at an appropriate level.
* All children benefit from an environment that is free from discrimination and promotes tolerance and respect.
* Children are made welcome and feel safe and secure in their school.
* A child’s self esteem is always nurtured by staff.
* When poor behaviour is displayed it is the behaviour, which is highly criticised and not the character of the child.
* Staff will keep parents informed about their child’s behaviour.
* Any bullying is investigated and dealt with quickly and effectively.

Expectations of parents

* Parents are active partners in their child’s education
* Ensure children are at school on time and in a place where they are ready to learn
* Parents support the school behaviour policy and regularly reinforce our rules and expectations
* Work together with school if the behaviour of their child/ren is required to improve and see this as a unified approach to support their child/ren’s learning and development.

In order to achieve our expectations it is vital that our expectations are communicated to all members of the school community. This information will be available in this policy on our website and communicated to parents and children in writing on an annual basis. It will also form part of our staff induction process.

1. **Our Rules**

In order to simplify our expectations for children, parents and staff to promote in a succinct manner we have three school rules. These rules focus positively on what we do want to achieve rather than undesirable behaviour. This is because we believe that what you pay attention to, you will get more of.

1. Look after yourself
2. Look after other people
3. Look after our property

The rules are developed by each class at the start of the year and displayed. They are referred to regularly to promote and reinforce our high expectations of behaviour of all children.

We aim to positively reinforce the excellent behaviour of our students by catching children complying with the above rules, and celebrating their success in all areas. We do this by implementing the following strategies:

* Catch-me’ cards – these are awarded for a different value each month e.g. independence, sharing, respect. These cards can be given to children when they are spotted displaying these values.
* The displaying of the children’s work in the classroom and around the school.
* Use of positive remarks in the children’s workbooks.
* Positive comments made to the children on an individual basis around the school for good behaviour or movement around school.
* Classroom praise and a teacher specific points system which is individual to their class, Year group or Key Stage. (marbles in jar etc)
* Excellent work certificates presented in assembly each week.
* Recognition of achievements outside of school during assembly time.
* Recognition of achievements in the school newsletter.

**Praise and encouragement should be used at every opportunity.**

For a list and full explanation of our reward and sanction system, please see the appendix to this policy.

1. **Use of Reasonable of Force**

All members of staff have a legal power to use reasonable force and do not require parental consent to use reasonable force (Lancashire guidance for schools – July 2012).

Reasonable in the circumstances – means using no more force than is needed.

Westgate has ensured staff are trained in Team Teach to enable them to practice with confidence de-escalation techniques to prevent situations from reaching crisis point. However, sometimes we recognise de-escalation is not possible and physical intervention will be required in order to prevent pupils from hurting themselves, hurting others, damaging property, absconding or causing significant disorder to the running of school. Physical intervention is *never* used as a consequence, but a safety measure to reduce risk and protect all members of the school community and child involved.

Examples include:

* Remove pupils from the classroom where they are refusing to follow an instruction to do so and are continually and significantly disrupting the learning of others. (Senior staff would be first be called to the situation)
* Prevent a pupil from leaving the classroom/school grounds where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
* Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
* Prevent a pupil at risk of harming themselves through physical outbursts.
* Prevent a pupil at risk of damaging school property through physical outbursts.

*This is not an exhaustive list, but gives guidance on some possible scenarios that could lead to physical intervention.*

Following any physical intervention with a pupil, the incident will be recorded and signed by the members of staff involved. This record will be discussed and shared with parents the same day. Any physical intervention will be a last resort.

**Appendix 1**

**Foundation and Key Stage 1 agreed practice**

Traffic Light System

This system is designed to give children the opportunity to manage their behaviour by making the correct decisions.

* All children start the day on the lower green half of the traffic light.
* As a warning for low level disruption the child will be moved onto the upper green half of the traffic light.
* If a child misbehaves the teacher will then move that child’s name from the upper green to the amber traffic light.
* If the child continues to misbehave, the teacher will then move the child’s name to the red traffic light.

If a child is moved to the red traffic light they have to miss 5 minutes of their golden time.

In Reception the children will all return to green after each break and dinner time.

In Y1and Y2 the children will all return to green after lunch.

If a child does something the teacher deems to be very serious, the class teacher can use their discretion to move that child straight to the red traffic light.

Golden Time

Golden Time takes place on Friday afternoon and is a reward for good behaviour in school. Any child who has been moved to a red traffic light loses 5 minutes of golden time for each day they have been moved to a red traffic light. Loss of golden time minutes will be recorded by the teacher, but not kept on show, so that a child’s self esteem is not damaged. Any child who has lost golden time will have to sit out of the activities and spend time with the Assistant Head to reflect upon their behaviour and discuss strategies to improve for the future. As soon as their missed time has elapsed they can join in with the golden time.

Diamonds (Foundation Stage)

All Reception Class Teachers can give out diamonds to individual children for good behaviour (as well as for good work, good attitude...etc). These diamonds contribute to a group or table’s score each day or week. At the end of the day or week the diamonds for each group are counted up and the winning group receives a reward for the following day or week (e.g. special cushions to sit on, medals to wear...etc.) Each teacher decides on the groupings and rewards for her / his class.

Bricks (KS1)

All KS1 Teachers can give out bricks to individual children for good behaviour (as well as for good work, good attitude...etc). These link to the rules on the Westgate Wow Wall. The child whom is being rewarded with a brick will write their name in the correct colour brick (depending on what team they are in) and this is then displayed on the Westgate Wow Wall. At the end of the week:

* The class with the most bricks are celebrated in Monday's Assembly.
* The team with the most bricks (within any class) will choose a prize from the prize box.
* The individual in each class that has earned the most bricks will have their picture displayed in the class and go for an 'extra special treat' in Golden Time with a member of the KS1 Team.

The Card System

This system is designed to preserve the learning environment in class and support every child’s right to learn. We want to encourage children to think about and manage their behaviour at all times. If they do misbehave, they are given a warning and the time to reconsider their behaviour so that they can get back on track.

To encourage good behaviour and support golden time we use the card system:

**Verbal warning:** given to a child if they misbehave for the first time that day.

**First Yellow Card:** Given to the child if they have not moderated their behaviour after the verbal warning.

The child will only be able to earn 3 minutes of golden time for the day if they have received a first yellow card.

**Second Yellow Card:**  Given to the child if they have still not moderated their behaviour despite their previous 2 warnings.

The child’s parents will be informed by letter

The child will not be able to earn any golden time that day if they have received a second yellow card.

**Red Card:** Given to a child who has received their second yellow card and has still not moderated their behaviour.

The child will be removed from class immediately and taken to the Head or Deputy by the class TA.

The child will be placed in another class and given some work by their own class teacher for a period of up to 5 days (determined by the Head)

The child will not be able to earn any golden time in that week.

The child’s parents will be informed by letter, telephone call or in person.

Recording and management of behaviour incidents

All occasions where a child has entered into the behaviour system, either in key stage one or key stage 2, will be recorded and at the end of the week. The information will be collected by the Pastoral Manager who will take responsibility to input the information into a computer database. Each sanction will equate to a number of negative behaviour points, these are explained in the table below.

These behaviour points will be monitored to ensure that behaviour is correctly and efficiently addressed by the class teacher and Pastoral Team to provide a proactive approach in support of the child.

Every child that does not exceed 5 behaviour points per half term will be placed in a prize draw in the end of term celebration assembly.

Behaviour points

|  |  |
| --- | --- |
| 1st Yellow Card | 1 Point |
| 2nd Yellow Card | 2 Points |
| Red Card | 5 Points |
| Amber Traffic Light | 2 Points |
| Red Traffic Light | 3 Points |
| Lunchtime Reflection | 3 Points |
| Serious Incident | 5 Points |
| Fixed Term Exclusion | 10 Points |

Should a child demonstrate repeated poor behaviour, a meeting will be called to discuss this with the parent and a tailored action plan implemented with the support of class teacher, Pastoral Manager and parent/s working in partnership.

Serious Incidents:

A serious incident may include behaviour that is:

* Intentionally and severely aggressive towards another pupil or member of staff
* Bullying
* Discriminatory behaviour
* Racial abuse
* Significantly damaging property

This is not an exhaustive list but aimed to give some examples of what may be considered serious.

In the rare event of any of these behaviour being displayed, a serious incident form will be completed and the incident will be dealt with by the Senior Management Team. Parents will automatically be informed.

Lunchtime Reflection:

As the card and traffic light system is purely for classroom based incidents, any incident at other times, e.g. in assembly, playtime or lunchtime, in the corridors, will be sanctioned by a lunchtime reflection session. This will mean that the child will spend a minimum of one lunchtime with a senior member of staff reflecting on the behaviour that has led to the sanction. A restorative approach will be used to support the child in learning a better choice for the future.

Fixed Term Exclusions:

Westgate has a sound and comprehensive behaviour system in place, with clear rules, expectations and sanctions in place. With this in mind, fixed term exclusions are very rare and used for only the most serious behavioural incidents. Any fixed term exclusions will be the Head’s decision and communicated with the parent by a member of the Senior Management Team. The Senior Management Team and class staff will reflect on the provision for a child following a Fixed Term Exclusion, and readjust accordingly to meet the needs of the pupil.

In extreme circumstances it may be necessary to permanently exclude a child. The decision to exclude a pupil permanently will only be taken 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 (DFE statutory guidelines).