



## **WESTLANDS PRIMARY SCHOOL BEHAVIOUR POLICY 2023**

### **Introduction**

The purpose of this document is to outline the practice, nature and management of behaviour at Westlands Primary School. A specific anti-bullying framework is also included as an appendix to this policy.

The implementation of this policy is the responsibility of all teaching staff and supervisory staff. Teaching Assistants and Lunchtime Supervisors are expected to report any concerns they may have about behaviour to the Class teacher, Headteacher and/or other Senior Managers as appropriate.

### **Rationale**

In order for effective learning to take place within the school there is a need to operate a behaviour policy, which enables all children and staff to feel safe and secure throughout their working day.

#### **Aims**

- To maintain the special ethos of the school which promotes a happy and supportive atmosphere where respect is given and received and where bullying and racial and sexual harassment are not tolerated.
- To develop a sense of respect and value within each member of the school, for themselves, others and their environment.

To promote a positive attitude and a willingness to contribute to school and community life.

- To emphasise and encourage courtesy, respect, honesty, fairness, consideration and co-operation.
- To emphasise the importance of taking responsibility through the Dojo System and through duties given within class and throughout the school.

To encourage independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To encourage pride:

- in themselves
- in their achievements
- in the achievements of others
- in their school

To have a consistent approach to behaviour throughout the school and to encourage parental co-operation and involvement.

To make boundaries of acceptable behaviour clear to all pupils and parents.

To ensure acceptable behaviour standards are maintained for the safety of all.

To help pupils, staff and parents have a sense of direction and feeling of common purpose.

In accordance with the Education Act 1986, corporal punishment will not be administered in County Voluntary controlled schools maintained by Staffordshire County Council Education Committee.

### **Westlands Primary School Code of Conduct**

The behaviour and personal appearance of pupils during school hours or at any time when they may be identified as members of the school must be exemplary. The children are expected to display respect and courtesy towards visitors, staff and towards each other and to show consideration for others at all times. Responsible behaviour and good conduct will be emphasised at all times. The Headteacher reserves the right to withhold privileges if the behaviour standards are not met.

#### **Children's Responsibilities**

All pupils will be expected:

To move around the school in a quiet and orderly manner.

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To respond to others politely and to treat everyone with respect.

To work to the best of their abilities and allow others to do the same.

To obey the instructions of school staff.

- To take care of property and the environment.
- To co-operate with other children and adults.
- To understand the seriousness of bullying and racial harassment.
- To understand that bullying and racial and sexual harassment will not be tolerated.

#### **Staff Responsibilities**

All staff will be expected:

- To treat all children fairly and with respect.
- To enable the children to understand the seriousness of bullying and racial and sexual harassment.
- To take seriously the child's concerns involving bullying and racial and sexual harassment
- To raise children's self esteem and to assist all children to develop their full potential.
- To provide a challenging, interesting and relevant curriculum.

- To create a safe and pleasant physical and emotional environment.
- To use rules and sanctions clearly and consistently, according to school policies.
- To be a good role model.
- To form a good relationship with parents so that all children can see that

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the key adults in their lives share a common aim.

- To recognise that each child is an individual, To be aware of their (special) needs.
- To offer a framework for social education.

### **Parents' Responsibilities**

All parents will be expected:

- To make children aware of appropriate behaviour in all situations.
  - To encourage independence and self-discipline.
  - To encourage respect, honesty, fairness, and courtesy.
  - To show an interest in all that their child does in school.
  - To work with the school in the implementation of this policy.
  - To be aware of the school rules and expectations.
  - To offer a framework for social education.
- To promote an environment where bullying and racial and sexual harassment are not tolerated.

### **What the school does to encourage good behaviour**

- We make clear our expectations of good behaviour.
  - We discourage unsociable behaviour by promoting mutual respect.
  - We encourage children to take responsibility for their own actions and behaviour.
- We, through example, set high standards of behaviour.
  - We praise good behaviour both privately and publicly.

We, with the children, produce positively phrased classroom and whole school rules.

We regularly reinforce the classroom rules with the children.

- We make the school's Behaviour Policy available to parents and visitors. **What the school does to reward good behaviour**

PRAISE is given to children by all staff, including verbally, written in books, to parents, by displaying work etc.

- PRAISE is given to children by all staff for good work, good behaviour, effort, courtesy, thoughtfulness etc.
- All staff look for opportunities to reinforce good work, good behaviour, effort, courtesy, thoughtfulness etc. through curriculum work including PSHE, RE, Citizenship, Assemblies etc. and regularly reminding children of class and whole school rules.
- Foundation Stage, Key Stage 1 and Key Stage 2

During the COVID 19 Pandemic and Lockdowns the school purchased and implemented the Class Dojo Communication Platform that teachers, children and families could use every day to build a close – knit community by sharing learning through photos and messages.

Class Dojo is a behaviour management tool for the classroom. Each student has a profile complete with their own avatar to which teachers can assign positive and negative points (or 'dojos') throughout the lesson. The information is then recorded on student profiles so that it can be reviewed throughout the year.

Children love using the Class Dojo because it gives them more ownership of what they are doing in class. It keeps track of behaviour and accomplishments and is a great incentive for improving behaviour. It creates a positive culture – teachers can encourage children for any skill or value. Children have a voice and can showcase their learning by adding photos and videos to their own portfolio. Precious moments can be shared with parents.

- Congratulations Assembly is held at the end of each week in order to praise children.
- Year 6 Children are given duties and responsibilities around the school, promoting them as role models and ambassadors for the school.

### **What the school does to discourage inappropriate behaviour**

- We intervene promptly in all areas of inappropriate behaviour.
- We ask the child politely to stop misbehaving.
- We discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreements themselves.
- We encourage children to take responsibility for their own behaviour.

## **What the school does to manage inappropriate behaviour - sanctions**

- The behaviour and general attitude of the child is closely monitored by the class teacher and actions are taken in a fair and consistent manner.
- The child is given a verbal warning or rebuke.
- The child may have privileges withdrawn including breaks and lunchtimes. The class teacher may arrange informal contact with parents regarding behavioural issues. The Headteacher to be informed *before* contact is made. Parental support will be sought and appropriate follow up contact made.
- For persistent misbehaviour or single incidents of a serious nature the class teacher completes an appropriate, dated record on CPOMS. This record forms evidence for the class teacher, Headteacher, SENCO and parents.
- The Headteacher may invite the parents into school to discuss, with the class teacher and SENCO, appropriate remedial action. This may include keeping an informal diary or formal Pupil Behaviour Diary.
- Where the above programmes have failed to secure the necessary improvement formal contact will be made with parents via official letter. This may involve outside agencies including the Educational Psychologist, Medical Service, Social Service and the Behaviour Support Team.
- Where the above has still failed to secure the necessary improvement, temporary or permanent exclusions (in line with LEA procedures) will be considered. This would be the final option, where all others had been exhausted.
- For single incidents of a very serious nature, temporary or permanent exclusions (in line with LEA procedures), with immediate effect, will be considered.

## **Background Documentation**

This policy was informed by Staffordshire L.E.A. Documentation: 'Disruptive Behaviour in Schools, Guidelines and Procedures'. This policy is also supported by the Home/School Agreement.

Adopted Spring 2022 Review and Update Spring 2024

## **DISABILITY DISCRIMINATION SPECIAL EDUCATIONAL NEEDS**

"In implementing the contents of this policy, the school will seek to make reasonable and appropriate adjustments in order that children with disabilities and/or Special Educational Needs are not discriminated against or treated less fairly."

### **APPENDIX (i) school does to reward good behaviour**

PRAISE is given to children by all staff, including verbally, written in books, to parents, by displaying work etc.

PRAISE is given to children by all staff for good work, good behaviour, *effort*, courtesy, thoughtfulness etc.

All staff look for opportunities to reinforce good work, good behaviour, effort, courtesy, thoughtfulness etc. through curriculum work including PSHE, RE, Citizenship, Assemblies etc. and regularly reminding children of class and whole school rules.

Foundation Stage and Key Stage One children *receive* stars and stickers

for good

work, good behaviour, effort, courtesy, thoughtfulness etc.

Key Stage Two children receive dojos for good work, good behaviour, effort courtesy, thoughtfulness etc.

1 point - Good achievement or effort

2 points - Very good achievement or effort

3 points - Exceptional achievement or effort

Congratulations Assembly is held at the end of each week in order to praise children. Certificates and stickers are awarded.

Key Stage Two are congratulated for dojo point totals each week and at the end of each term. (Organised by the Deputy Headteacher).

Key Stage One individual dojo total winners (half-termly) and Key Stage Two individual dojo total winners (weekly and half-termly) are congratulated. (Organised by classteachers).

Up to two children per week are presented with school prizes (pens, pencils, rubbers, etc.) for particularly good effort or achievement. (Organised by classteachers).

Children are sent to Headteacher and Deputy Headteacher to be congratulated for good work, good behaviour, effort, courtesy, thoughtfulness etc.

- Lunchtime Supervisors award stickers for appropriate table manners, courtesy and behaviour.

### **What the school does to manage inappropriate behaviour**

Where there is repeated or persistent misbehaviour the following will apply:

- The behaviour and general attitude of the child is closely monitored by the classteacher.
- The child is given a verbal warning or rebuke.
- The child has privileges withdrawn including breaks and lunchtimes.
- The class teacher may supervise the child within the classroom. The child should not be left unsupervised.
- If the teacher withdrawing the privilege is on yard duty at break then the child stands outside with the teacher.

- If the teacher is not on yard duty at break then the child may be brought into the Hall by the teacher and, seated on a chair, carries out an appropriate task (eg completion of work, extension of work, letter of apology etc). The teacher to take the child back to class at the end of the break.

- At break the teacher on duty deals with incidents, but informs the class teacher as soon as possible. A note can then be made, by the class teacher, in the class Incident Book, if appropriate.

- If a lunchtime supervisor deals with an incident they should inform the class teacher as soon as possible. A note can then be made on CPOMS

No child to be left unsupervised inside or outside the classroom during lessons, breaks or lunchtimes.

No child to be disciplined in a degrading way.

- No child to be given "lines" to write out.

- Disciplinary action should result in an improvement in work, *effort* or behaviour.

- The class teacher may arrange informal contact with parents regarding behavioural issues. The Headteacher to be informed *before* contact is made. Parental support will be sought and appropriate follow up contact made, where necessary.

- For persistent misbehaviour or single incidents of a serious nature the class teacher completes an appropriate, dated record in the class Incident Book. This record forms evidence for the class teacher, Headteacher, SENCO and parents.

- The Headteacher to see the Incidents Books as appropriate.

- In the case of persistent misbehaviour or single incidents of a serious nature (recorded on CPOMS) the class teacher, after consultation with the class teacher and SENCO, may invite the parents into school to discuss appropriate remedial action and seek their support. The SENCO may be involved in this meeting.

- Action may include the class teacher keeping an informal daily diary, which is seen and acknowledged by Headteacher and maybe shared parents. This will be a short term action (usually not more than two weeks).

- Action may include the use of a formal Pupil Behaviour Diary (PBD). This will be set up by the class teacher and SENCO in consultation with the parents. It will involve the use of agreed rewards and sanctions and is seen and acknowledged by the Headteacher and parents on a daily basis.

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CPOMS is seen and acknowledged by the SENCO on a weekly basis. This is also a short term action (usually not more than three weeks).

Where the above programmes have failed to secure the necessary improvement formal contact will be made with parents via official letter. This may involve outside agencies including the Educational Psychologist, Medical Service, Social Service and the Behaviour Support Team.

Where the above strategies still have not resulted in improved behaviour a temporary exclusion may be considered. Formal letters and meetings will take. The Headteacher, class teacher, SENCO, parents Governors and the Behavioural Support Team will be involved. Parental and child agreements will be sought prior to the child returning to school.

If a temporary exclusion fails to secure the necessary improvement a permanent exclusion may be considered. Formal letters and meetings will take place, The Headteacher, class teacher, SENCO, parents, Governors, the Education Welfare Department and the Behaviour Support Team be involved. This would be the final option where all others had been exhausted.

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#### APPENDIX (ii)

##### Classroom Management and Behaviour - Points to consider

1. Seating arrangements. Should pupils have to turn through more than 90 degrees to see you or the whiteboard?
2. Grouping arrangements for each lesson. Is the make up of each group conducive to good behaviour?
3. Furniture and equipment organisation. Are clear and accessible routes established? Is the equipment available to all pupils?
4. Tidiness of the room, tidiness of pupils' own equipment and belongings. Does everyone take a pride in their appearance, their work and their surroundings?
5. Children entering the classroom for the start of the lesson. Is there a fast start to the lesson?
6. Appropriateness of activities for individuals, groups of children. Is the work planned to match the needs of the children? Is everyone involved productively?
7. Respect of pupils for each other. Do you encourage positive comments by all pupils? Are negative, unhelpful comments banned?
8. Queues of children who need help, who need work marking. What system is most efficient and also reduces potential behaviour problems?
9. Extension activities. Are there routines for fast finishers?
10. Classteacher's own management of lessons. Does your position in the classroom lead to difficulties? At your desk? When helping children? When marking individual or group work? Can you see all pupils at all times?
11. Children leaving classroom at the end of the lesson. Is the room ready for the next lesson? Are the children prepared for the next lesson?

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