



Inspire, Create, Achieve

## Behaviour Policy

November 2019



## Aims

At Westfield we aim to create a welcoming, caring and safe environment where children are engaged and eager to learn. We are committed to maintaining high expectations for children's behaviour as part of a high quality educational experience that contributes to the happiness and well-being of children in the school. As a school we believe in positive behaviour management and, to this end, we follow the THRIVE Approach. The Approach supports adults to know how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.

At Westfield we manage behaviour through:

- A clear structure of rewards that promote good behaviours based on whole school and class rules
- A clear structure of sanctions to teach children of the consequences of poor behaviour

We have 6 golden rules, which are displayed in the front entrance, these are:

- **We are gentle**
- **We listen**
- **We are honest**
- **We are kind**
- **We look after property**
- **We work hard.**

## Rewards for Good Behaviours

### Praise

Teachers praise good behaviour and good effort from the children continuously. This creates a supportive and motivating environment that helps children develop a secure understanding of right and wrong.

### Marble Treats

When a class behave well as a group they will earn marbles. This may be completing class work to a high standard, keeping to the Golden Rules well for a period of time, listening to visitors and behaving on trips etc. When a class have earned 25 marbles the class teacher will organise a Marble Treat. This means that the children will be able to choose as a group what they would like to do for an afternoon in school. Examples of this have been bringing in favourite toys to share with friends, watching a film chosen by the group and even having a water fight in the summer. With good behaviour from a class it is possible for them to earn 2 Marble Treats every half term.

### Merit Points

Merit points can be awarded by an adult to a child when the child makes a special effort. Points can be awarded for outstanding effort or achievement as well as following the Golden Rules. As children collect points they then receive certificates in class and the 2 Top Scorers in every class each week

are invited to give their Top Tips in assembly and eat with the Headteacher and other staff members at the Top Table during Friday lunch time.

### **The Behaviour Award**

The Behaviour Award is earned by children who consistently behave well and follow the Golden rules. 2 children each week are presented with a Good Behaviour Medal during the Friday Assembly which they wear throughout the week to show all the children they are a positive role model for behaviour around the school. The winners of the Behaviour Award can be nominated by staff or children for their good behaviour around the school. The parents of the winners are invited into Friday Assembly to see their child receive the award.

### **Headteacher's Award**

The Headteacher's Award is earned by children who have put in a special effort in class to produce a piece of work that is of a high standard for that child. One child is chosen by their class teacher each week to receive the award and it is presented in front of the whole school during Friday Celebration Assembly, their parents are invited to the assembly to share the achievement.

## **Dealing with Challenging Behaviour**

There will be occasions when pupils behave inappropriately and break the rules. During these times it is important for the adults to ensure the child understands that the behaviour is unacceptable whilst still maintaining strong, positive relations with the child. The behaviour is unacceptable, not the child.

The teachers have a set of clearly defined consequences which they will use when a child breaks the rules. These are:

- A verbal warning – This is illustrated to the children by moving their name from the sun to the grey cloud.
- A further warning would result in the child losing 5 minutes of their playtime/lunchtime. This continues until 15 minutes of play/lunchtime is lost.
  - A child who has lost time can earn the time back if they change their behaviour and begin keeping to the Golden Rules.
- If a child who has lost 15 minutes of play/lunch continues to break the Golden Rules they are sent out of class to see a senior member of staff and may work outside of the classroom for a period of time.
- Parents are informed verbally of all significant behavioural incidents.
- If a child regularly loses time play/lunch time, ways to support the child to improve behaviour will be discussed with parents and an individual behaviour plan will be considered.

## **Extreme Behaviour**

Any extreme behaviour will result in a pupil not only losing play/lunch time but also facing some of the following consequences:



**Healthy Schools**

- Internal exclusion – pupils sitting at a table by themselves or sent to another classroom for an agreed period of time out. Work is set by the class teacher when a child is sent to work in Internal Exclusion.
- Time-out; a calm place to cool down before being reintegrated into class, or withdrawn from situations, including the playground.
- Development of an Individual Behaviour Plan agreed with the parents which may include an individual reward scheme, supportive workstations in the classroom and/or the child having supported play/lunch times.

## Positive Handling

When dealing with challenging or extreme behaviour, it may be necessary to positively handle a child to ensure the safety of other children and/or adults and to minimise the risk to property. Positive handling will only be used as a last resort. Positive handling will only be undertaken when two members of staff are available.

## Exclusion

Exclusion of pupils is very rare and would only be used where the behaviour is in serious breach of the Behaviour Policy, safety of children and/or staff is at risk and other support strategies have been tried where relevant. The parents or carers of the pupil involved, Governors, Staff and the LA are informed of any decision to exclude and all relevant documentation is completed in line with LA policy.

## Bullying

At Westfield, we define bullying as repeated behaviour which is intended to hurt someone either emotionally or physically. It may be aimed at individuals because of race, religion, gender or sexual orientation or because of a disability or aspect of their appearance.

We treat all incidences of bullying seriously. Parents and families have an important role to play in helping the school deal with bullying, which can take many forms.

Within the school, the anti-bullying procedure is clear. If a child feels they are the victim of bullying incidents, they are encouraged to inform their class teacher, or other trusted adult who should inform the teacher. The class teacher or a Senior Leader will conduct an initial inquiry concerning the bullying incident. Both children, bully and victim, will be spoken to concerning the matter. The aim of this is to protect the bullied child and enable the bully to address their behaviour and understand the cause and effect of their actions.

1. The teacher or Headteacher must record discussions with both parties in writing using the school's online logging system CPOMS.
2. Parents or carers must be informed and discuss the next steps with the teacher or Headteacher.
3. A behaviour contract may be drawn up with the input of both parties to illustrate how both parties should behave towards each other. The contract is monitored regularly through a meeting of both children with an adult. Meetings will end when the adult feels issues have been resolved.

## Cyber-bullying

When evidence is found that suggests bullying has taken place over social media, the steps outlined for bullying are followed. Parents are always informed of the incident and advised on how to support their child to access the internet and use social media safely. Any safeguarding concerns will be addressed by the DSL and, where appropriate, the police will be notified.

## Recording Behaviour Incidents

Incidents of poor behaviour where a child has been sent out of class or where a child has been violent towards children or staff are recorded using the school's online logging system CPOMS. Parents will be informed of logged incidents by the class teacher or senior leader who has dealt with the incident in the first instance. If the behaviours are repeated it may be necessary for a senior leader to contact parents and discuss the way forward.

Examples of incidents that will be logged on CPOMS:

- Any child being sent out of class
- Any child who is referred to a senior leader at lunchtime for violent behaviour/abusive/disrespectful behaviour
- Any child who regularly loses 10 to 15 minutes of playtime will be logged at least termly to ensure senior leaders are aware of regular low level disruption in class
- Any incident of extreme behaviour
- Any incidents where a child feels bullied