

WESTFIELD COMMUNITY SCHOOL



Positive Behaviour Policy

Sept 2026

POSITIVE BEHAVIOUR POLICY

Statement of principles

At Westfield Community School, it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

To enable this to happen, we believe that all members of the school community, children, all staff, parents and governors, should:

- Have high expectations for their own and others' behaviour;
- Involve parents in helping children at each stage of their development;
- Respect and support each other, demonstrating a responsibility for others;
- Show respect for the school environment and equipment;
- Consider the safety of everyone;
- Help themselves and others learn;
- Make a positive contribution and recognise the contribution of others;
- Be listened to and listen to others;
- Realise the equal value of all and value differences;
- Avoid raised voices and aggressive body language;
- Treat all in a clear, fair, consistent and calm way;
- Expect and help the classroom to be a quiet, ordered place;
- Expect the relationship between children, teachers and parents to be one of trust;
- Conform to school standards and practices without losing individuality;
- Recognise achievements;
- Expect good behaviour to be rewarded

Westfield Code of Conduct

- **We are honest and do the right thing.**
We act with honesty and, if we make a mistake or cause harm, we work hard to repair it and make things right.
- **We act in a way that keeps everyone safe and happy.**
We are friendly and helpful, ensuring our school remains a calm and peaceful place where everyone can enjoy learning without disruption.
- **We listen and do as we are asked.**
We show this by being polite, listening to others' opinions, and valuing everyone in our community.
- **We try hard and do our best.**
We persevere with our learning, even when it is challenging, and we celebrate our own successes and the successes of others.

OUR APPROACH TO REWARDS

Classroom Approaches:

- Rewards do need to be age appropriate. All children should benefit from rewards
- Rewards will be set out in child friendly language
- It is essential that boundaries of acceptable behaviour are consistently applied by all staff and this will be supported through phase meetings
- The school adopts a Healthy Eating Policy and therefore food, e.g. sweets and chocolate should not be used as a reward

Rewards through Praise

- Public and private praise giving the reason for praise
- Praise good behaviour as well as work
- Show an appreciation of children's contributions
- Praise those doing the right thing to provide an incentive for other to receive praise

Rewards to Build Success

- Use stickers and comments on work to encourage children to respond positively and critically
- Give children responsibilities as a reward

Rewards to congratulate

- Certificates for specific achievements e.g. sporting events, personal breakthrough moments
- Celebration assemblies for the sharing of achievements and awards

Strategies for individual pupils with additional needs

- Behaviour and social targets can be set. Targets should be understood by the child, parent and teacher. Targets should be specific, achievable by the child and for a time period
- The child should be aware of the reward to be gained
- Parental support and involvement should be encouraged
- Further support is available through the Pastoral Team and Inclusion Team
- Where a child is presenting persistent significant behavioural difficulties, relevant staff, agencies and the parents will be involved

How do we manage unacceptable behaviour?

- The school does not have a strict set of sanctions which a child might progress through in a set order, yet our priority is to address unacceptable behavioural issues in a consistent way
- Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a cooling down period may be advisable. However, issues should be addressed as soon as possible whilst memories are fresh and evidence available. If possible, discussions should follow lessons rather than infringe upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum.
- On rare occasions a child may have to be physically held so that they cannot harm themselves, another person or damage school property.

Physical intervention is only appropriate as a last resort.

If any physical intervention does take place then the Pastoral Manager will need to be informed without delay, in the event of absence, Phase Leaders will need to be informed. Parent/Carers will be informed and the appropriate paperwork will be completed.

Steps in managing positive behaviour

Normally the following steps might provide a framework to address unacceptable behaviour. They are not incremental. Whilst a serious incident, especially, one that hurts another child or adult or causes significant damage to property may bypass the steps below.

Step 1

- When unacceptable behaviour is identified, an adult will discuss it with the child and an appropriate way forward agreed.

Step 2

- If unacceptable behaviour escalates Step 1 is repeated. Class teachers will look at their own practices to see if any changes/ adaptations can be made and the category of need determined reflecting upon GMOAIP practices. In addition, class teachers will inform parents, an oral target agreed and review period set. Other adults who interact with the child in the year group will be informed by class teacher. After a review period, a meeting with parents is set to future actions if necessary. At this point the child may be added to the pastoral matrix for monitoring.

Step 3

- If little progress is being made within the time frame agreed, or if additional serious incidents occur, referral can then be made to Pastoral Team using the referral process. The child will be identified through the pastoral matrix as needing further interventions from the pastoral team or through the support of inclusion team and a **key person** will be identified. Class teacher may be asked to fill in audit of skills/ questionnaires that has been directed by Pastoral Manager. The Pastoral Team will contact parents to share information and what strategies/ interventions/further referrals need to be made. Class teachers will remain involved. Guidance may be sought from other agencies and the recommendations given must be followed by all who facilitate appropriate support for the child. Review date is set and record kept for child's file. Phase Leader will be made aware. An early help may be considered at this time. Inclusion Team may now need to consider a TESS referral as part of the graduated approach.

Step 4

- Should serious unacceptable behaviour continue a Positive Behaviour Plan will be initiated by the Pastoral Manager and the Inclusion Team, all interested parties will have a preliminary meeting to set individual, specialised targets. Phase Leaders will be made aware.
- If behaviours continue a Pastoral Support Plan or a referral for Education, Health and Care Plan may need to be implemented. However, if the seriousness, or persistence of a pupils behaviour escalates then they will be at risk of suspension/exclusion.
- We deem exclusions and suspensions as a serious and final measure for managing behaviour when other strategies have been exhausted. This is based on the statutory guidance "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England" (DfE, updated August 2024) and complies with all relevant legislation, including the Education Act 1996 and the Equality Act 2010.

Suspension and Exclusion

1. Definitions

- **Internal Exclusion:** A pupil is temporarily removed from the class for a specified number of days or part of a day. Work is set by class teacher to be completed under supervision away from the classroom
- **Suspension (Fixed-Period Exclusion):** A pupil is temporarily removed from school for a specified number of days or part of a day (e.g., lunchtime). A pupil may be suspended for a maximum of 45 school days in a single academic year.
- **Permanent Exclusion:** A pupil is permanently removed from the school roll and may not return. This is the most serious disciplinary sanction.
- **Headteacher:** In this policy, this refers to the Headteacher or a person acting in their absence. Only the Headteacher has the power to suspend or permanently exclude a pupil.

2. Grounds for Suspension or Permanent Exclusion

A Headteacher may suspend or permanently exclude a pupil only on disciplinary grounds. The decision must be made:

- 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 (including staff or pupils).

3. Procedures for Suspension

- **Decision to Suspend:** The Headteacher will make the decision to suspend.
- **Notification:** Parents will be notified of the suspension without delay, usually by phone, followed by a formal letter. The letter will state the reasons for the suspension, the duration, and inform parents of their right to make representations to the Governing Body.
- **Education During Suspension:** For the first five school days of any suspension, the school will provide and mark work for the pupil. If a suspension is for more than five school days, the school is responsible for arranging suitable, full-time education from the sixth school day.
- **Parental Responsibilities:** During the first five school days, parents are legally responsible for ensuring their child is not in a public place during school hours without good reason.

4. Procedures for Permanent Exclusion

- **Decision to Exclude:** A permanent exclusion is a last resort. It will only be issued for serious or persistent breaches of the behaviour policy where allowing the pupil to remain would seriously harm the welfare or education of others. The Headteacher must be satisfied that a permanent exclusion is the only appropriate response.
- **Notification:** Parents will be notified without delay, followed by a formal letter. This letter will provide the reasons for the exclusion, the effective date, and details of their right to apply for a review by the Governing Body.
- **Alternative Provision:** The Local Authority is responsible for arranging suitable full-time education for permanently excluded pupils, which must begin no later than the sixth school day after the exclusion takes effect.

5. Pupils with Special Educational Needs and Disabilities (SEND)

- Pupils with SEND can be suspended or permanently excluded, but school must not exclude a pupil simply because they have a disability or SEND that the school finds hard to manage.
- The school will use its "best endeavours" to ensure that appropriate special educational provision is made for pupils with SEND.
- It is unlawful to suspend or permanently exclude a pupil simply because they have SEND or a disability that the school feels it is unable to meet.
- The Headteacher will give special consideration to the circumstances of any pupil with SEND or a disability when making an exclusion decision and will make reasonable adjustments as required by the Equality Act 2010.

6. Governing Body Review

The Governing Body has a legal duty to review all permanent exclusions. It must also review suspensions that result in a pupil missing more than 15 school days in a single term, or where a public exam or national curriculum test would be missed.

Parents have the right to attend these review meetings and make representations. The Governing Body can decide to:

- Uphold the Headteacher's decision.
- Direct the Headteacher to reinstate the pupil.

If a permanent exclusion is upheld, parents have the right to request an Independent Review Panel.

In addition, the following points provide a framework for staff to work within:

Partnership with Parents

Parents have responsibilities which contribute towards the good conduct of their children.

These include ensuring:

- Regular attendance and punctuality
- Their child has suitable clothing in keeping with the schools Uniform Policy
- Their child has a suitable breakfast
- Their child has with them any books or equipment they need for their work
- That homework is properly completed on time and actively encourage and reward progress

Parents should also encourage their child to participate fully and positively in their day to day school work and in the wider life of the school and community.

Parents need to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Parents are encouraged to keep in contact with the school beyond the formally organised parents' evenings.

The school staff also has responsibilities towards parents

- They provide a welcoming environment for parents
- Good behaviour as well as unacceptable behaviour should be drawn to parent's attention
- Staff respect the difficult role many parents have
- Time is taken to explain incidents and school procedures

- The school recognises that carers other than a child's natural parents may have parental responsibility e.g. adoptive parents, foster parents, stepparents, guardians etc
- When a serious incident occurs, parents/carers are notified as soon as possible, given an indication of its relative seriousness and offered an early opportunity to discuss the matter
- Teachers and governors are alert to the difficulties and pressures which can arise from unstable family relationships and the impact of unemployment, homelessness, family bereavement, racial tension, illness etc. Sometimes family reorganization may result in children having very disrupted lives and moving different homes or moving out of areas where they had established friendships
- For some pupils, the school may temporarily be the only secure, stable environment. It has been shown that, when children have relationships outside the family in which they feel valued and respected, this helps to protect them against adversity within the family. Pupils may, nonetheless, feel inhibited about discussing changes in their family lives. Some children take primary responsibility for caring for parents who are sick or disabled. This may have an adverse effect on children's emotional and educational development
- The schools processes for recording and identifying pupils with problems should be sensitive to possible links between behaviour and other experiences in a child's life. This may lead to the need to involve other agencies or support services in order to assist the pupil's development
- In cases where a child's behaviour at school indicates serious problems at home, school must be alert to the need to involve other services such as early help teams or social care

Anti-Bullying

We take great pride in ensuring children learn in an inclusive, safe environment at Westfield and do not tolerate bullying of any kind. PASS surveys are used in school for KS2 pupils these **help us to understand why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing through an online questionnaire.** We also use pupil interviews to ensure that children have a voice through different media/ mechanisms if they need to report any concerns. Children also have a facility to check in each morning as well. Children are encouraged to talk to about anything that is worrying them, and the school staffing structure allows ample opportunity to speak with many key adults.

There is an open-door policy for parents, staff are available each morning and afternoon when doors are opened to allow families to speak about any concerns.

All children have the right to attend school and learn in a safe environment.

Bullying is the act of a repetitive, negative behaviour towards another – we are very clear about the language to be used to ensure this is not based on an isolated incident, an argument or falling out.

In the instance of any repetitive behaviour towards another, it will be dealt with quickly and always taken seriously. The school have a pastoral team who will work with the children involved to ensure that we can stop any further occurrences. This will also involve any direct work with the child/ren who have had the allegation made against them, to educate them and help them understand the consequences of such actions.

This will be logged, and the phase leader will be informed of the outcome. Parents will be involved and notified at all stages.

All child on child abuse is taken seriously and is not tolerated. Child on child abuse may occur both online or offline and may include technology to facilitate abuse. This includes consensual and non consensual sharing of intimate images or videos including AI generated imagery and deepfakes. (A deepfake is an image, video or audio recording generated or altered by artificial intelligence (AI) to convincingly misrepresent reality or make it appear as though someone is doing or saying something they never did).

The school also recognises the harmful impact of misogyny, misandry, sexual harassment, sexual violence and harmful sexual behaviour and will not tolerate discriminatory abuse / behaviour of this sort.

We recognise that allegations of this nature are likely to be complex and require difficult professional decisions to be made. Decisions will be made on an individual basis with the DSL / DDSL, supported by other agencies such as Children's Social Care and the Police as required.

We participate in Anti-Bullying Week, during which children take part in class activities and assemblies to make them aware of the different forms that bullying can take and what to do if it is taking place in our school. We also take part in Internet Safety Week, where children learn about how bullying can take place online and are equipped with strategies for avoiding it and dealing with it when it occurs.