

WESTFIELD COMMUNITY SCHOOL



Positive Behaviour Policy

January 2025

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

Whole school rules

These will be consulted on through the school council

- We keep our hands and feet to ourselves;
- We listen with respect;
- We use kind words and actions;
- We follow instructions first time;
- We move sensibly and quietly about the school;
- We keep the whole school clean, tidy and safe;
- We are only in the building with a member of staff's permission

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 teacher will look at their own practices to see if any changes/ adaptations can be made and the category of need determined. 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. 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 referral process. The child will be identified through the pastoral matrix as needing further interventions from the pastoral, support of inclusion team and a key person will be identified. Class teacher may be asked fill in audit of skills/ questionnaires that has been directed by Pastoral Manager. The Pastoral Team will make contact with parents to share information and what strategies/ interventions/further referrals i.e. other agency referral, counselling etc 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 from 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 PBP will be initiated by the Inclusion Manager, all interested parties will have a preliminary meeting to set individual, specialised targets. The Head Teacher will be made aware.
- If behaviours continue a PSP 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 exclusion.

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 should provide a welcoming environment for parents.
- Good behaviour as well as unacceptable behaviour should be drawn to parent's attention.
- Staff should respect the difficult role many parents have.
- Time should be 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, step-parents, guardians and unmarried fathers.
- When a serious incident occurs, parents should be notified as soon as possible, given an indication of its relative seriousness and offered an early opportunity to discuss the matter.
- Teachers and governors should be alert to the difficulties and pressures which can arise from unstable family relationships and the impact of unemployment, homelessness, family bereavement, racial tension and illness. 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 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.

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.

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.

This policy will be reviewed annually.