



Western Primary School Behaviour Policy

Persons/body responsible for updating:	SLT
Date approved and by whom:	9th Feb 2024
Chair of Governors' signature	
Headteacher's signature	
Due for review:	Feb 2025
Status:	Statutory
Required onwebsite:	Yes

Our School Vision

*At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.*

*This policy has been written with the input of staff, governors and pupils in consultation with Thesan Coaching and with reference to advice and legislation from the DfE, including the Equality Act 2010 and Behaviour in Schools: advice and guidance for headteachers and school staff 2022. This policy also links with Keeping Children Safe in Education 2023 - 24, our Trust Safeguarding Policy 2023-24 and the SEND Code of Practice (see list at the end of the document)*

This policy is reviewed annually, by the school's behaviour lead and the Senior Leadership Team and is approved by the full governing board.

Its content and application is shared with new staff as part of our induction process and with all staff following each review cycle. The policy is shared with parents, carers and other stakeholders via our website.

## Aims

What kind of culture are we trying to create at Western Primary School?

Our school is a safe place for pupils and staff where we are kind, respect each other, and are honest when we make mistakes. We understand that actions have consequences, including opportunities for learning, reflection and forgiveness. We are compassionate towards each other and take the time to explore and understand the reasons behind different behaviours. Our aim is to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment which is reflective of the school's and British values.

How will we create this culture?

1. By building caring and empathetic relationships with all members of the Western community
2. By teaching and embedding British values, including our school values of kindness, honesty and respect
3. By using consistent routines throughout the school day to support positive behaviour for learning – academic, social and emotional
4. By anticipating pupils' needs as early as possible and providing opportunities for structured learning or play
5. By recognising that behaviours may be a way of communicating a person's feelings or needs
6. By developing our community's emotional literacy through appropriate training and support
7. By encouraging all members of our community to develop strategies for our own self-regulation and checking that we are appropriately regulated before we respond to incidents
8. By using the *following script* where appropriate in dealing with incidents:
  - *What happened?*
  - *What were you feeling at the time?*
  - *How has it affected others?*
  - *What needs to happen to make things better? - What could you do differently next time?*
9. By using respectful language which separates the individual from their behaviour
10. By recognising the need for individual approaches, where a dedicated support plan (DSP) may be needed. Where necessary, we will liaise with external agencies (for example, Early Help) when developing plans for individual pupils, including those with SEND. We will also engage with parents in creating the plan and review it on a regular basis
11. By recording information on CPOMS where appropriate and communicating with each other to ensure the best outcomes for all the children in our care

12. By encouraging all members of our community to seek help and support, and feel reassured that this will be provided
13. By ensuring all staff are supported to understand how to respond to challenging behaviours inside and outside the classroom
14. By ensuring that pupils understand and apply our school and British values and our Six Characteristics of an Effective Learner
15. By ensuring that pupils have an age-appropriate understanding of the Protected Characteristics

#### How will we respond to behaviours?

Staff will consistently model our school's and British values and will celebrate our pupils' achievements, rewarding and reinforcing positive behaviours in an honest and meaningful way and ensuring that undesirable behaviours are managed according to the agreements made in this policy. (see pages 5 and 6 below).

Child-on-child abuse is not tolerated in our school and in no way reflects our culture or school values. Our response to emotional and physical abuse is a strategic effort to develop and modify behaviour, eliminating future incidents and creating a safe school environment for all.

Staff are responsible for keeping children safe and act positively so that our pupils flourish in a setting free from harassment and violence of all kinds in line with our Safeguarding Policy and Keeping Children Safe in Education 2023-24.

Our school takes a zero-tolerance approach to all forms of sexual violence or harassment. A document detailing our response to the Ofsted report on SV & SH can be found in the Western Preventative Curriculum. Pupils in our school know who they can speak to if they ever feel in any form of danger or are made to feel uncomfortable by the behaviour of others.

#### Use of Reasonable Force

An initial and immediate response to actions contributing to child-on-child abuse, prioritises the need to prevent further harm and allow for appropriate regulation. In extreme circumstances, and as a last resort, if de-escalation strategies are not having the necessary impact, it may be considered necessary to use a measured, physical intervention as a last resort.

Members of staff have the discretion to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

When considering using reasonable force, staff, in considering the risks, will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

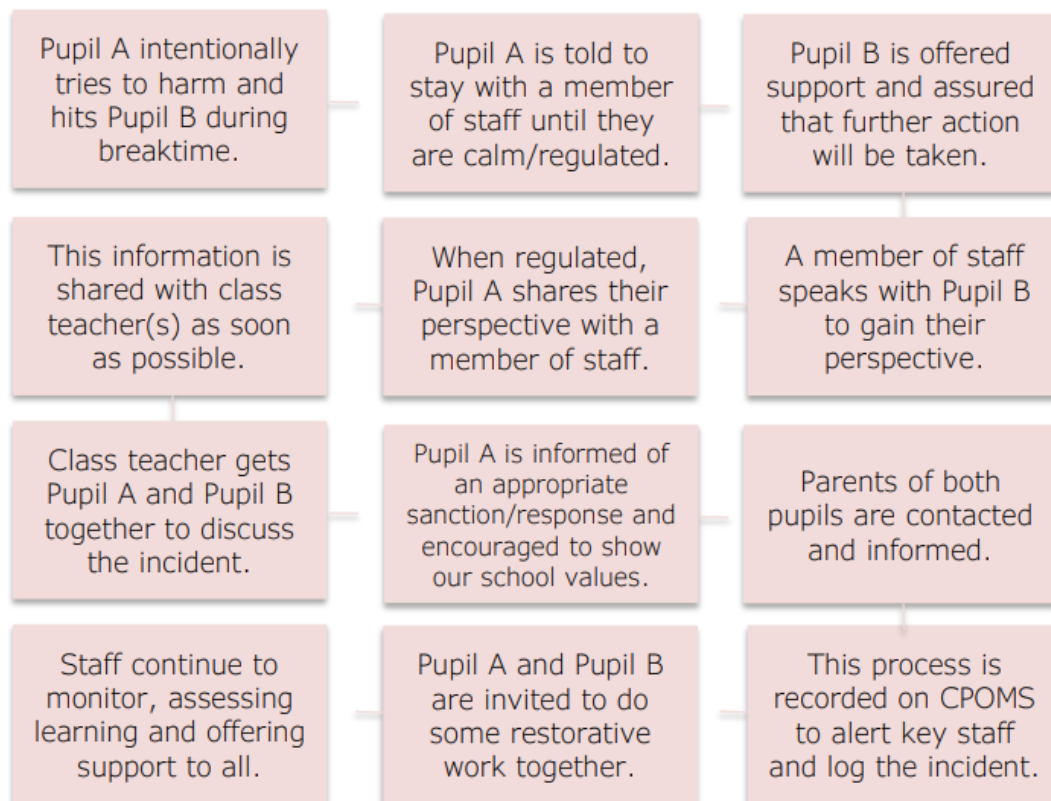
Our approach to such intervention is outlined in our Challenging Behaviour Response Plan.

Dialogue between staff and pupils will reveal context and enable staff to plan a measured response. Consequences should consider how the behaviour has

impacted on others and encourage reparative steps, inclusive of community service. Restorative work can then be done to establish closure and containment. Parents will be informed of any incident of physical restraint.

### Cycle of Support

Staff will respond swiftly and aim to complete this cycle of support as quickly as possible, offering mitigation where possible to other duties. This process has been outlined in the example below.



## Recognising and rewarding Desirable Behaviour

It is important that behaviours which align with British Values and our school values are recognised and rewarded. If done consistently and publicly, this will reinforce such behaviours with all pupils. Examples of such rewards include the following.

- 5 Western Points should be awarded in recognition of learning behaviours which are in line with our expectations of our 6 key learning characteristics (*ambition, curiosity, collaboration, resilience, resourcefulness, reflection*) and our school values of Kindness, Honesty and Respect
- 10 Western Points should be awarded in circumstances where a pupil has gone 'above and beyond' in their efforts to demonstrate our values and/or good attitudes to learning
- Each teacher will provide a 'shout-out' or certificate in weekly assemblies to recognise appropriate learning behaviours and/or values
- Sometimes, all that is needed is a word of praise or recognition in private or in public to reward and reinforce positive behaviours
- Parents/carers may be informed informally by the class teacher of a pupil's excellent behaviour
- Where such behaviour deserves more formal recognition, the headteacher will send a 'praise letter' to parents/carers in acknowledgement
- Staff may send a postcard home which recognises and highlights positive behaviours and/or attitudes to learning
- Pupils may visit the headteacher to share their behavioural/academic successes and receive a headteacher sticker in recognition

## Responding to Undesirable Behaviour

Staff at Western use CPOMS to record incidents of undesirable behaviour which enables school leaders to identify patterns and respond as necessary to further support the improvement of behaviour in the school.

It is important to recognise that there can never be a definitive response which should be attached to a specific behavioural incident. Each incident must be dealt with individually, taking into account a number of factors including the age and developmental stage of the child, SEND considerations and the context of the actual incident.

In some circumstances, staff need to consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

It is important to apply appropriate de-escalation strategies as a first response when a pupil is displaying high levels of dysregulation. Listed below are some of the actions which may be taken in response to an incident of child-on-child abuse or where a pupil has shown significant disregard for our school values.

- A pupil is asked to stand with a staff member for a portion of break or lunchtime to reflect on the impact of his/her behaviour.
- A pupil receives a verbal reprimand and a reminder of our behavioural expectations
- Where appropriate, and as part of the restorative process, a pupil may be asked to write an apology or similar
- A pupil misses a portion of break or lunchtime to complete an activity designed to repair the impact of their behaviour (for example, community service \*).
- A pupil is asked to meet with a phase leader or the headteacher to discuss the behaviour and consequences
- Parents are informed and asked to address the behaviour with their child
- Parents are invited into school to meet with the phase leader, headteacher or most appropriate person; the pupil is also asked to attend all or part of this meeting
- In extreme circumstances, and as a last resort, a pupil may receive a fixed-term or permanent suspension in line with NYCC policy on suspensions

*\* examples of community service include: helping a teacher prepare the class for the next lesson, helping to tidy a classroom, helping to sweep the canteen or hall floor, picking up litter in the playground*

## Bullying

Bullying is usually defined as the repetitive, intentional harming (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can often be aimed at certain groups, such as race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying (including cyber-bullying, prejudice-based, sexual and discriminatory bullying) is not tolerated at Western. Children are encouraged to immediately report any instances of bullying so that it can be addressed and eliminated

swiftly. Further detail on our practice and procedures can be found in our Anti-Bullying Policy.

#### Links to relevant policies and documents

All guidance and policies referenced in this document can be found on our website.

- *Western Primary School Safeguarding Children Policy (2023-24)*
- *Western Primary School Anti-Bullying Policy (2023-24)*
- *The Western Preventative Curriculum document*
- *Western Primary School Challenging Behaviour Response Plan*
- *Keeping Children Safe in Education (2023-24)*
- *The Equality Act (2010)*
- *Behaviour in Schools - Advice for Headteachers and School Staff*