

WEST PARK PRIMARY SCHOOL

BEHAVIOUR POLICY

Respect - Aspiration - Resilience – Integrity



A place to belong, to be the best you can be, opening a world of opportunity.

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

West Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 4 simple rules **‘Be Ready, Be Respectful, Be Responsible and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

Staff to focus on positive behaviour.

High expectations

- **Consistent, calm adult behaviour.**
- **First attention to best conduct.**
- **Relentless routines.**

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our Behaviour Policy is based on the Five Pillars of Pivotal practice.

These Five Pillars are:

- Consistent, calm adult behaviour.
- First attention to best conduct.
- Relentless routines.
- Scripted interventions.

- Restorative follow up.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions Our Behaviour Policy is based on the Five Pillars of Pivotal practice

Expectations of Adults (Teaching Assistants, Students, Volunteers)

Consistent, calm adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. Meet and greet at the door.
2. Refer to school rules when promoting the expected behaviours: **'Ready, Respectful, Responsible, Safe'**.
3. **Model** positive behaviours and build relationships with all pupils.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible positive recognition** mechanism throughout every lesson
6. **Be calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Marvellous Me, Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.

Pastoral Lead and Pastoral Assistants

Pastoral Team will:

- Take time to welcome learners at the start of the day.
- Support behaviour at lunchtimes.
- Implement strategies to support unstructured time.
- Be a visible presence around the site especially at transition times.
- Use behaviour data to target key children, deliver interventions and complete regular check-ins.

- Regularly review of provision for those learners who fall beyond the scope of this policy.
- Attend regular meetings to review key children or groups.
- Keep SLT informed

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on MyConcerns, School Platform) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

We recognise and reward learners who go 'over and above and consistently meet' our standards. At West Park Primary School, we recognise that the use of first attention to best conduct in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for children that consistently meet our behaviour expectations. This may take the form of a Marvellous Me message, a positive note home, a phone call or a face-to-face chat.

Children who consistently demonstrate the four core rules will be acknowledged with an end of term certificate and prize. Other rewards and recognition of achievement include, stickers, receiving star class of the week and Headteachers Award.

Celebration Assembly (Star of the Week)

Our celebration assembly is on a Friday, where one child from each class will be chosen for star of the week. The child will consistently meet West Park expectations, in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate from the Head. Class teachers will share a speech during assembly.

Always Child

Every Friday staff select a child who is always showing the behaviour expectations and school values.

The children will attend “Afternoon Tea” which is sharing tea, hot chocolate, biscuits and a chat with the Head.

Privilege Medal- Endeavour Award

These awards will celebrate efforts/achievements in learning. They should focus on the learning dispositions linked to our Visible Learning. Teachers will send the child to a member of SLT to show them their work or talk about what they have done. They will return to class where the class teacher will present them with the medal in front of the class to wear the following day.

Recognition Board

In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils’ behaviour.

Positive Calls/Texts Home

For demonstrating excellent Learning, Attitudes, Values and Behaviours

Any member of staff can call the parent/carer of a child or request a text to be sent to celebrate success at any time, especially when improvement over time has been recognised.

Managing Behaviour

Engagement with learning is always our primary aim at West Park Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff at West Park deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct (Appendix C)

Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a ‘nudge’ in the right direction. A reminder of our four simple rules - Ready, Respectful, Responsible, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

2) Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.</p> <p>“stop, think,make the right choice.”</p> <p>“think carefully about your next step”</p>
3) Final warning (5 minutes after class for restorative conversation/10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention.</p> <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At West Park, we... (refer to the 4 school rules – ready, respectful, responsible and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some ‘take up’ time. <p>If the warning is not heeded and the behaviour continues this must be recorded on My Concerns. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection Zone. Children will be expected to have a reflective dialogue. For serious breaches at lunch times , the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p>
4) Cool Off	<p>Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
5) Repair Restorative Conversation	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Exclusion	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on MyConcerns.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on MyConcerns.</p>

Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. The child will be referred to the pastoral team. A serious breach may lead to a fixed term exclusion.
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Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Exclusions

Internal Exclusion

Internal exclusions will be used as a disciplinary measure when children engage in behaviour that disrupts the learning environment or safety for themselves or others. Children will stay with a member of SLT in their office and will not interact or engage with other children during the duration of the internal exclusion. They allow the Headteacher to maintain order and safety while allowing students to reflect on their behaviour and learn from their mistakes.

Fixed Term Exclusions

West Park Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of West Park Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow

the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

West Park Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (West Park Primary Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 2 – Restorative Practice approach at West Park Primary)

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues.

In these cases, the Head/SENCo/SLT/Pastoral Support Lead will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Recording:

All members of staff are trained to use MyConcerns (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a

specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school. Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them. In these cases, the Pastoral Team and the Inclusion Manager will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Nurture, as advised by the Inclusion Manager, outside agencies, and according to advice from the educational psychology service where appropriate.

Reasonable Force

At West Park Primary we may need to hold a child but this would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Relentless Routines

1. Fantastic Walking 2. Lovely Lines 3. Hand signal for stop 4. Eyes on me 5. Tremendous Transitions

Stepped Sanctions

1. Redirection /Reminder (4 rules) privately wherever possible
2. Caution (outlining behaviour and consequences)
3. Final warning (30 Second intervention)
4. Cool Off (time in library area, Another class/Nurture room)
5. Repair Restorative Conversation

Microscript (30 second scripted intervention)

- **I have noticed that you are...**(having trouble getting started, wandering around etc.) right now.
- **At West Park, we...** (refer to the 4 school rules – ready, respectful, responsible and safe)
- **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 5 minutes after class/during break
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...** then give the child some 'take up' time.

Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you thought since? • How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Visible adult Consistencies

- **Meet and Greet**
- **First attention to best conduct**
- **Calm and caring**

Rules

- Be Ready**
- Be Respectful**
- Be Responsible**
- Be Safe**

Over and Above

- **Values**
- **Attitude**
- **Effort**
- **Initiative**

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated, and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school but remain a problem in the wider community.

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Adopted by: West Park Primary School

On: November 2023

Signed (Chair of Governors):

Minute number: