



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.

For effective teaching and learning to take place we must establish good behaviour and maintain positive approaches to discipline. All staff should model excellent behaviour in the way they speak to - and respond to - children, other colleagues and parents. Good behaviour should be highlighted and praised consistently and West Park follows 'Good to be Green' behaviour framework to focus on the importance of positive behaviour management.

Our School Aims

- To create a calm, positive and welcoming environment where pupils feel happy and secure and the whole community feels valued and included.
- To enable each child to achieve their potential through a creative and exciting curriculum that motivates and stimulates pupils to become independent and enthusiastic life-long learners.
- To respect everyone in society as equals.
- To work with parents as equal, trusted and valued partners to improve outcomes for children.

In order to achieve our aims, we develop in our pupils a moral code which recognises the feelings and needs of others and encourages them to take responsibility for their own actions. This runs alongside a respect for the learning opportunities of all children; disruption to valuable learning is not tolerated at West Park. Good manners and positive attitudes are modelled and promoted at all times. All children have the rights to be safe, to be treated with respect and to learn. All pupils are expected to choose kind words, actions and follow the four key behaviour expectations:

- Respectful
- Responsible
- Resilient
- Safe

It is the responsibility of all staff to provide children with the opportunities to develop these values and behaviours, including through assembly and PSHE curriculum.

Staff responsibilities

All staff should:

- Create and sustain a positive, supportive and secure classroom environment where relationships are built
- Plan and prepare exciting lesson that engage all learners
- Intervene in lessons to motivate and stimulate pupils, ensuring they are challenged
- Encourage engaging dialogue and maintain good humour
- Speak to children and adults respectfully
- Follow school guidelines on behaviour management
- Ensure children are safe and supervised at all times
- Follow the 'no shouting' ethos (as agreed by all staff in whole school training); praise in public and reprimand in private when needed
- Maintain own calm and consistency

The deputy and assistant head should:

- Support class teachers, teaching assistants and lunchtime supervisors
- Be available to talk to pupils
- Liaise closely with the headteacher
- Provide mentoring when required
- Monitor teaching and learning regularly
- Monitor behaviour and safety in the school regularly
- Discuss behaviour with lunchtime staff (DH)
- Involve parents as equal and valued partners, and be visible on school yard to deal with concerns
- Collate and monitor behaviour weekly and report to HT

The headteacher should:

- Monitor teaching and learning systematically
- Monitor behaviour and safety frequently through walks and visits around school at all times of day
- Hold behaviour and concerns staff meetings termly
- Provide a safe and clean environment
- Deal with issues swiftly and assertively following school guidelines
- Refer to rules and Good to be Green regularly
- Involve parents as equal and valued partners, and be visible on school yard to deal with concerns
- Ensure records are maintained, and monitor data termly taking action when needed
- Update home/school agreement regularly

Rules

Class Rules

- All classes should have their class rules displayed clearly in the classroom.
- There should be rules based on the four key expectations.
- The rules are generated by pupils through class discussion at the beginning of the school year and focus on creating positive learning environment for all children
- Class rules will be shared with the whole school early in the school year.
- Class rules will be applied consistently.
- Pupils will be rewarded for following class rules.
- Pupils will be made aware of the consequences of not following class rules.

Playground Rules

- We are always polite to each other and the people who are looking after us.
- We always do as we are asked straight away.
- We always play safely.
- We always let the people on duty sort out our problems.

These rules should be applied consistently by all staff at both play times and lunchtimes. Pupils are involved in discussion about the rules, at the start of the school year and when needed.

Pupils should be encouraged to move around the school calmly and considerately; staff are responsible for monitoring the corridors and stairs according to a rota.

It is important that all pupils are praised for following the school behaviour code. Sometimes staff will have to make a conscious effort to catch a child doing the right thing. These opportunities must not be missed. All staff have a responsibility for monitoring the behaviour of pupils around school. Phrases including 'Thank-you for walking in the corridor' will reinforce school rules. Other useful language is included in appendix 1.

Strategies and Systems for Managing Behaviour

The Restorative Approach

At West Park Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to put it right. We believe that by using this **Restorative Approach** we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

The language used is very fair, calm and respectful.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

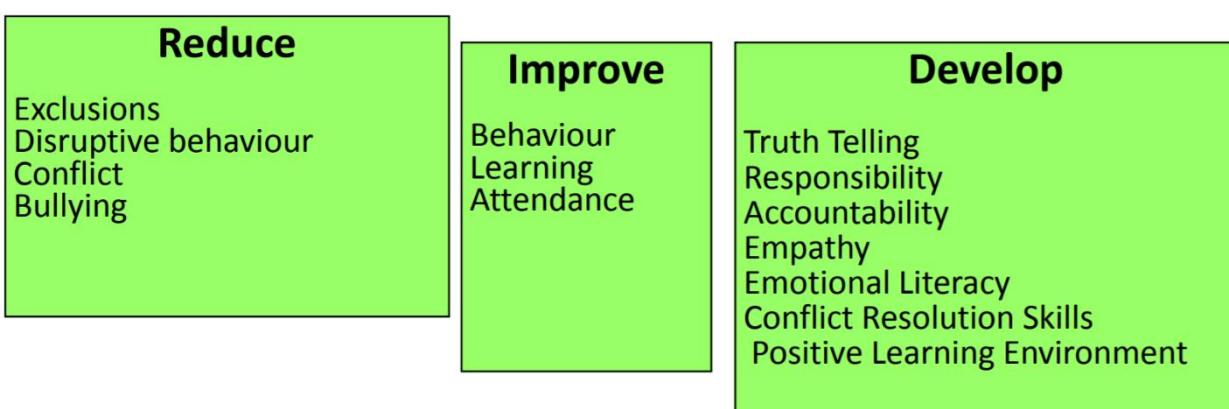
How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Restorative behaviour process and chart:

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers refer to the school behaviour chart. Appendix 1

Schools that use this approach have found that they have been able to:



Rewards for Good Work and/or Good Behaviour

Rewarding children with praise and attention is very important, as a school we recognise that when a child is praised it has a positive impact on not only the child but other children present. We know that children are ultimately very keen to please and therefore we use praise often to reward, encourage and motivate. Adults should focus on positive praise as much as possible.

Rewards include:

- Positive verbal comments by a member of staff which recognises good learning attitudes, work or behaviour
- A written comment or sticker on a piece of work
- Good to be Green cards should reflect a child's behaviour in the class and should be referred to as a way of reinforcing the importance of maintaining a green card (this can be adapted in year groups). The aim is to stay green!
- At the end of each term, green, amber and red cards are tallied; results are traded for prizes which relate to whether a child's points win platinum, gold, silver or bronze awards and certificates.
- Pupils may be sent to the SLT for praise.

Sanctions

- Pupil will be reminded if they are not following a class rule and the teacher will use 'Good to be Green'. Teachers will give a child three verbal warnings before their card is turned from green to amber. **An adult's tone should be discreet and motivational** e.g. asking a child a question to engage in learning, praising children sitting nearby etc. At this time, pupils will be asked to turn the card on its side as a sign to change behaviour.
- A seat change (Amber). This relates to at least three warnings.
- Pupil will be sent with work to another class for the remainder of the lesson (Red) where necessary.
- Pupil will complete work to standard expected at playtime or lunchtime (if this consequence is used then the pupil must be supervised by a member of staff throughout the break)
- Discussion with parent/carer
- In the event of **persistent unacceptable** behaviour pupils will be sent to the Headteacher/SLT
- If a child achieves a bronze Good to be Green award, then they will be called by a member of SLT to discuss attitudes to learning and school.
- In the event of a **one off serious** incident a child will be sent to SLT with a teaching assistant or SLT will be sent for. All rooms have 'red hands' which should be sent to the school office in these instances.

If a child has been sent out of the class, either to another classroom or the SLT, then they should be accompanied by an adult. When they are reintroduced to their own classroom, this should be a fresh start using positive behaviour management strategies. Staff must be mindful of pupil's individual needs e.g. SEN, emotional needs etc.

Poor behaviour should be recorded on SIMS and **where more detail is needed** in class Behaviour Records to supplement the SIMS information. **Persistent** poor behaviour should be discussed with a member of the SLT, using behaviour records and Good to be Green data. Children should not be sent to SLT for one-off incidents including at playtime by teachers or teaching assistants; these behaviours should be managed by staff present. If escalated to SLT, strategies that follow could include:

- Behaviour charts
- Mentoring strategies
- Contact with parents/carer
- Possible referral to outside agencies

When behaviour is extreme the following strategies may be used:

- Recording of poor behaviour, which must be both accurate and depersonalised use of ABC chart to analyse patterns of behaviour/triggers (see sheet appendix 2); trying to understand behaviours is key and seeking out purpose or function of behaviour e.g. seeking attention, escaping/avoiding, leaving area/person, access preferred place, sensory seeking, communicating etc.
- Letter to parents
- Meeting with parents
- Professional meeting
- Internal exclusion - the child remains in school but completes work in SLT office, and spends breaks inside
- External exclusion (s) - the child is sent home and LA guidelines are followed
- Referral to governing body leading to a possible permanent exclusion

Any kind of exclusion needs the permission of the headteacher.

Consequences :- lunchtime and playtime behaviour

Pupils who do not follow the school behaviour code will be deprived of part or all of their next playtime or lunchtime. They will be supervised **by a member of the SLT**. This will be recorded on SIMs which will facilitate the monitoring of pupil behaviour and determine whether or not alternative arrangements need to be made at lunchtimes. Other teachers must only keep children in at lunchtime and playtime for the required time to finish work to standard expected for that child.

Recording Behaviour

The purpose of our record keeping is to: allow staff to monitor the **behaviour** and wellbeing of individual students, to ensure student **behaviour** is being responded to in a consistent and staged manner and to monitor the effectiveness of the strategies used. Therefore it vital that good record keeping practices are adhered to and maintained.

- Class teachers will record all in class behaviour incidences, on the cloud. Teachers will record whether the child has had a vertical card, amber card or a red card. This will be

updated daily as it contributes towards our weekly celebration assembly. In addition this, the data will also be used for Good to Be Green termly prizes.

- SIMs will be used, to log details of all behaviour incidences dealt with by adults. This will be for both in and out of class behaviours. Class teacher, TAs and Lunchtime staff will be responsible for updating this.
- ABC chart will be used by staff to monitor behaviours of identified children. Staff will be notified when this system of recording will be used and for whom.
- Lunchtime Behaviour log- this will be used to record behaviour incident that take place during lunchtimes by the person who dealt with it. Information from this will then need to be transferred to SIMs.

Monitoring of Pupil Behaviour

If a teacher needs to implement formal behaviour management strategies (isolating within the classroom/change of seat) then a record of this should be kept. This record can then be discussed with parents as appropriate.

Lunchtime supervisors encourage pupils to play safely and should deal with minor incidences of poor behaviour as they occur. More serious incidents should be reported to SLT.

Any sanctions against a child for poor behaviour must be recorded.

Daily management of Good to be Green

If a child display's unacceptable behaviour, then the teacher may change a child's card to amber (warning colour). See previous guidance. This tells a child they must work hard to correct behaviour for the remainder of the day if the teacher is to return card to green. If the card is changed to red, this cannot be reversed for the rest of the day. A red card means the parent is notified with a note explaining why they have the red card. Only children on a green card receive a point. All cards are returned to green at the end of the day.

Bullying - see anti-bullying policy

Racism

The school follows the LA's guidelines and procedures in dealing with and reporting racist incidents as laid down in 'Monitoring Racist Incidents (Schools) January 2003'.

The LEA and the school accept the definition of racist incident as given in the Macpherson Report into the death of Stephen Lawrence.

'A racist incident is any incident which is perceived to be racist by the victim or any other person' which 'in general terms, consists of conduct or words or practices which disadvantage people because of their colour, culture or ethnic origin.'

Our Race Equality Policy specifies the following aims:

- To provide equality of opportunity for all pupils

- To promote understanding and tolerance of all ethnic groups
- To challenge racial discrimination in all its forms
- To prepare all pupils to take their place in a multi-cultural society
- To promote racial harmony

Our policy complements the school's core values and ethos.

Religious Diversity

Together with the rich cultural diversity which our school community serves, we value equally the religious diversity which provides a wealth of opportunities for us to learn about and understand the views and beliefs of a wide range of religious groups. The school will act promptly to deal with any discrimination against any members of our school community which are related to their religion.

All staff are expected to:

- Record and deal with racist incidents which may occur in school
- Identify and challenge racial, religious and cultural bias and stereotyping
- Support pupils for whom English is an additional language
- Embed principles of equality and diversity into all aspects of their work

Educational Inclusion

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on the grounds of gender, race, disability, or special needs unless it is for reasons of the safety of themselves or others. If risk cannot be eliminated, then parents will be informed and the best way forward can be discussed.

Reviewed July 2022

Next review July 2024

The School has a Behaviour Ladder which identifies an escalating level of misbehaviour and associated consequences. This will be applied in an age-appropriate/developmental stage manner.

| Behaviour | What might happen? |
|---|---|
| <ul style="list-style-type: none"> ▪ Not on task or avoiding work ▪ Disrupting others e.g. shouting out, tapping on the table, walking around without permission ▪ Not following instructions ▪ Poor choices and actions in and out the classroom | <ul style="list-style-type: none"> ▪ Thinking /calming time ▪ A reminder of how to behave ▪ Support to make a better choice ▪ Told how your choices are affecting others ▪ GTBG card turned to vertical ▪ Individual working space ▪ Catch up on missed work |
| <ul style="list-style-type: none"> ▪ Repeatedly disrupting others ▪ Inappropriate conversations or words ▪ Poor choices e.g. teasing ▪ Hurt someone (accident) ▪ Lack of respect for people or property ▪ Not making a safe choice | <ul style="list-style-type: none"> ▪ Thinking /calming time ▪ GTBG card turned to Amber ▪ A reminder of how to behave ▪ Miss part/all of playtime for a restorative conversation ▪ Say sorry and mean it ▪ Miss part of the Friday activities time ▪ Catch up on missed work ▪ Do something kind for those who have been upset/affected ▪ Parents/carers told |
| <ul style="list-style-type: none"> ▪ Swearing ▪ Being rude or shouting ▪ Not making a good choice or accepting help with a good choice ▪ Constant disruption to people or learning time | <p>You <u>must</u> talk about this with an adult now</p> <ul style="list-style-type: none"> ▪ Thinking /calming time in a different room ▪ Miss out on all or part of Friday activity time ▪ GTBG card turned to Red ▪ Sent to the red zone for reflection time and restorative conversation with SLT ▪ Say sorry and mean it ▪ Discussion with parents/carers ▪ Must fix any damage or tidy any mess made |
| <ul style="list-style-type: none"> ▪ Repeatedly doing the above behaviours ▪ A one-off serious incident or extreme reaction to a situation ▪ Physically hurt someone on purpose ▪ Immediate danger to themselves or others ▪ Immediate danger or significant damage to property ▪ Bullying ▪ Racism ▪ Homophobia ▪ Any prejudice | <p>Adults will make all the decision now</p> <ul style="list-style-type: none"> ▪ Staff member or SLT support ▪ GTBG card turned to Red ▪ Discussion with parents/carers ▪ Formal restorative conversation which may include parents ▪ Thinking time out of class. Head teacher will choose how long this will be for (internal exclusion) ▪ Parents may need to pick you up early if the right choices are not made to calm down (fixed term exclusion exclusion) ▪ Permanent exclusion |
| <p>Depending on the age and particular circumstances, different behaviours may warrant one or a combination of consequences, <u>all</u> of which are to be decided within the Restorative Framework. Adults should use their professional judgement when supporting a child to 'fix it'. Particularly with vulnerable children or children with SEND.</p> | |

Appendix 1

Prompts/Strategies for promoting positive behaviour in our school

| | |
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| Build relationships | Get to know your children. Using the above and asking 'Are you all right?' Use humour when appropriate. |
| Smile | Model the enthusiasm you want the children to have. It also shows that you like/respect them! |
| Give praise, say something positive! | Say 'well done' or acknowledge the smallest thing that is positive. Look for positives to say to all children e.g. 'You really tried your best then.' 'You look smart today.' etc. |
| Use the child's name | It makes the child feel special and engages them. |
| Make eye contact | It helps the child to concentrate on what you want to communicate. |
| Draw attention to good role models – proximal praise | E.g. 'X is sitting smartly, she is ready to learn', 'Well done Y, I can see that you are working independently'. Other children will want to emulate this and it focuses on the positive. |
| Be calm | A calm quiet approach means the child will carry on listening to you, whilst you still feel, appear and are in control. |
| Give rewards | E.g. Moving peg up, learner of the week, table awards, 'Good to be green' approaches etc. These are incentives for making the right choices! |
| Deal privately with issues | If you have to speak to a child, don't humiliate them in front of others. Take the child to one side and have a discussion with them quietly. This may sometimes mean not dealing with the issue instantly and demonstrates strength and not weakness. |
| Say thank you instead of please! | It sets the expectation that the child/children will comply with what you are asking e.g. 'Sit next to your Talk Partner thank you.' Also use it to acknowledge when a child has done what you wanted them to do. E.g. Just a simple 'thank you' or 'Thank you for tidying up your table.' |
| Focus on what the children should be doing | Say what you want/expect to see not what you don't e.g. 'Use an indoor voice' instead of 'Don't shout', 'Make sure you are walking; thank-you' instead of 'Stop running!' |
| Give the children ownership of their behaviour by giving choices | E.g. 'You need to come and sit on the carpet now or you will choose to move your peg down/card sideways/to amber. It's your choice.' This helps to show the children that they are responsible for their behaviour and the consequences of it, not you! |
| Give visual cues | Use gestures sensitively to reinforce the message you are trying to deliver e.g. Put your finger on your lips if you want a child to use a quieter voice. |
| Be consistent and follow through! | Apply rewards and sanctions consistently and follow through with them, otherwise the children are getting mixed messages. It is also |

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|---|---|
| | important that we all respond in the same way to children to ensure that they are getting the same messages from everyone. |
| Take ownership | Passing a child onto someone else implies to the child that you don't know how to deal with them – or want to! Try to use strategies to keep the child with you and respecting you. You are accountable. |
| Intervene quickly and calmly | Deal with lower level behaviour swiftly; don't let it escalate! Be observant; scan the room and the groups frequently. How much 'noise' or 'buzz' will you accept? Circulate to prompt and intervene - all adults should avoid the 'being glued to a chair/table' syndrome. |
| Be non-confrontational and assertive NOT aggressive | Remain calm. Try to diffuse a situation by presence. If you deal with an aggressor don't forget to attend to the victim. Don't get involved in banter; it will only rile you and the child. |
| Think about your body language | Show openness and presence! Smile, use your eyes and facial expression. Move towards a conversation. Communication is much more about how you are presenting yourself than your words! |
| Positioning in the classroom | Always be in the same room position to teach or give instructions or directions to pupils. Move round the room from the outside looking in – good peripheral vision to see what's going on! Have a spare chair or stool to take to groups to sit at their level – for feedback, observing, coaching, challenge their learning. |
| Be a positive role model! | We are all role models in school so display the behaviours that you want to see in the children yourself! Professional dress, dialogue, choice of words, tone, pitch, volume etc. |
| Move on from the behaviour | After the situation has been resolved, put it to one side and move on from the behaviour – don't hold it against the child. This includes the infrequent occasions when a child has been sent to another class to complete work. 'Please put your book in the pot' and not a negative/cross comment about previous attitude/incident. It is NEVER appropriate to ridicule a child in front of peers about work or remove pages from a book. A quiet word at a different time is emotionally better for the adult and pupil. Always provide models of work/expectations. |

School expectations agreed by all classroom staff

Azizan Kabil – Headteacher



Appendix 2 – recording sheet

| ABC Chart | Name: | | | |
|---|--|------------------|--|--------|
| Date/time Lesson/place | Antecedent: What happened prior to or as behaviour occurred? Where? Who? What? | Behaviour | Consequence: What happened immediately after? | Signed |
| | | | | |

| | | | |
|--|--|-----------------------------------|---|
| ABC Analysis | Name of child: | | |
| Date: | Time period covered in analysis: | | |
| Date/time Lesson/place | Antecedent: What happened prior to or as behaviour occurred? | Behaviour | Consequence: What happened immediately after? |
| <i>Is there a pattern? To be filled in by class teacher</i> | <i>Is there a pattern?</i> | <i>Types of behaviour summary</i> | <i>What have class-based adults noticed over time? Are reasons for behaviour identifiable e.g. escape/avoid, attention, access activity/place, access sensory input? What interventions have they tried during time period to meet child's needs? What has been impact?</i> |
| Evaluation <i>To be filled in by SLT</i> | | | |
| Actions/by who/timescale | Review/date | | |