



Westfield Primary Community School

Policy on Behaviour

Approved By:	FGB
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Vision for Westfield

Together we strive to:

Inspire a love for our community through mutual respect, teamwork and the shared belief that anything is possible

Create a learning culture which recognises potential, celebrates achievement and respects individuality

Nurture strong relationships in a safe and secure environment, where opinions are valued and kindness is the core

Our aims to promote positive behaviour in our school

What our adults in school will do:

- ✓ Invest in relationships, showing **kindness**, dignity and **respect** in all interactions
- ✓ Display infectious positivity to build **resilience** and **confidence** with our children
- ✓ Use innovation and creativity to make our school a place where learning is fun and children feel **safe**
- ✓ Understand that all behaviour is a form of communication, actively teach expected behaviours and have high expectations
- ✓ **Respect** and understand each and every child's individual needs
- ✓ Share successes, and work together as a **team** with parents / carers to overcome challenges
- ✓ Spend time having restorative and reflective conversations with children about behaviour
- ✓ Use recognition boards to persistently and relentlessly celebrate positive behaviour at every opportunity

What our children in school will do:

- ✓ Be **ready** to learn
- ✓ Be **respectful** to others
- ✓ Be **safe** and make good choices, even when the adults are not looking
- ✓ Take ownership and responsibility for their behaviour and be **honest** at all times

What our parents / carers will do:

- ✓ Work closely with school staff to keep us informed about our children
- ✓ Come and talk to us if there any questions, comments or concerns
- ✓ Support our children with home learning, such as reading together regularly
- ✓ Treat all members of the school community with kindness, dignity and respect

Serious Incidents

In the event of a serious incident a member of the Senior Leadership Team and/or a Children's Champion should be informed and a SLT member will make a decision about the appropriate consequence. Consequences may include:

- Reflection time
- Parent meeting
- In school exclusion
- Fixed Term Exclusion

Equality Act 2010

Our behaviour policy acknowledges our legal duty under the equality act of 2010 with respect to safeguarding and in the respect of pupils with special educational needs.

De-escalation strategies for low level behaviours

- **Proximity Praise.** We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is sitting so beautifully", then magically, Rebecca starts to sit beautifully too!
- **Planned ignoring of negative behaviour.** We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour and focus on positive behaviours.
- **Modelling.** We demonstrate the desired behaviour. Eg if a child is calling out on the carpet, a Teaching Assistant may model good listening.
- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."
- **Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I love the way you are sitting quietly without fidgeting; now I would also like you to show me some eye contact."

If a child is "locked into" a negative behaviour and are clearly **choosing** not to follow instructions, again, rather than addressing them negatively we may use:

- **Humour.** This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.
- **Negotiation.** Again, depending on the situation and the relationship we often "make a deal" with the child; this can allow the child to "save face" and not feel that they are completely backing down.
- **Transfer adult.** Again, this can allow the child to feel that they have not lost face, or if they are feeling angry with one particular adult, a change of adult may diffuse the situation.
- **Distraction.** Sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job.

Plan for managing negative behaviour choices

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately, we must ensure that our expectation is absolutely explicit and clear.

Stage	Behaviours	Actions
1 Reminder	Low level	A reminder of the 3 simple expectations: Ready / Respectful / Safe. Repeat reminders and give clear reasons as to why we follow these expectations.
2 Warning	Low level	A clear verbal warning delivered privately (wherever possible) making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase "Think carefully about your next step".
3 Last Chance	Low level	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of successes. Use a "30 second script". Ask the child to stay behind for 2mins at the end of the class.
	Repeated Low Level	Refer to Stage 4 for repeated low level behaviours and consider referral to Children's Champions
4 Reflection Time Away from Class	Graffiti, bullying behaviours, refusal, aggression, spitting, swearing to offend or leaving class	Reflection time will be supported conversations with teachers, Children's Champions and parents depending on the nature of behaviours shown. Any loss of learning time or refusal to work will result in work being sent home.
5 Repair & Payback	Theft of school property/personal property, vandalism, threatening behaviours, physical acts of violence and bullying,	Sanctions will depend on current and previous behaviours. HT and DHT involvement with parents at this stage

Restorative Questions

When holding restorative conversations with children, staff will ask the following questions:

- What happened?
- How did this make people feel and how can we put things right?
- How can we do things differently in the future?

Use of Exclusion

Westfield recognises the potentially detrimental impact of exclusion. In order to avoid exclusion we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity
- Use restorative conversations alongside the child to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Use Emotion Coaching to provide co-regulation and to support a child to understand their emotions

On the rare occasion, that exclusion is used we will:

- Maintain contact with the child and their family throughout the process
- Use Restorative Practice to structure reintegration meetings with all staff who need to support the child to reduce blame
- Listen to the views of the parent and child

Allegations against school staff

The Department for Education (2016) requires that school behaviour policies “*set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff*”. In line with our approach to behaviour management, any accusations made against school staff would be interpreted on an individual basis, with staff, the child and parents/carers working together to understand the reasons for behaviours. In addition, Restorative Practice based approach would be used in order to repair relationships between the child and staff member, whilst aiming to avoid eliciting shame in the child. The member of staff would have access to emotional support or counselling on a private basis if required.