



Westfield Primary Community School

Policy on Behaviour

Approved By:	Full Governing Body
Date:	July 2025
Review Date:	July 2028

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



Westfield Primary Community School

Behaviour Policy



At Westfield Primary Community School we believe that children come first. We achieve this by promoting a calm, welcoming atmosphere through building trusting relationships. We are proud to be a nurturing and inclusive school with a shared responsibility for promoting excellent behaviour. We have three clear expectations which are simply to be **Ready, Respectful** and **Safe**. We support our children to meet these expectations by offering a consistent, calm, positive and respectful approach to managing behaviour, through meaningful feedback and consequences. Our values and virtues provide the foundation for all our practice to establish a safe and supportive environment which is conducive to learning.

Although behaviour management is the collective responsibility of the whole school community, we encourage our children to take responsibility for their actions. First and foremost, staff must consider their own behaviour and what this is communicating at all times. We recognise that all behaviour is a form of communication; all in response to a feeling, experience or stimulus. Everything we do in school, all our words and actions contribute to the tone we set, the rapport we build and ultimately the culture we create.

“I have come to the frightening conclusion: I am the decisive element in the classroom; it is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.”

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 children are inspired to learn
- ✓ Provide a calm, orderly, **safe** and supportive environment
- ✓ Ensure all children understand they have the right to feel, and be, safe
- ✓ Understand that all behaviour is a form of communication, explicitly teach expected behaviours and have high expectations
- ✓ Be relentlessly consistent in responding to all behaviours whilst **respecting** and understanding 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
- ✓ Use Restorative Practice and Emotion Coaching to support pupils' emotional resilience
- ✓ Leaders will be highly visible and engage with the school community to maintain a culture of support

What our children in school will do:

- ✓ Be **ready** to learn
- ✓ Be **respectful** to others
- ✓ Be **safe** and make positive choices
- ✓ Take ownership and responsibility for their behaviour and be **honest** at all times
- ✓ Share their views on behaviour and engage with Talk, Listen, Action.
- ✓ Follow all adult instructions; refusal is not an option.

What our parents / carers will do:

- ✓ Work closely with school staff
- ✓ Communicate with us about your children
- ✓ Support your children with home learning, such as reading together regularly
- ✓ Treat all members of the school community with kindness, dignity and respect

Positive Choices = Positive Consequences

In order to support children's self-esteem and wellbeing, we celebrate the children's achievements as much as possible. Age-appropriate reward systems and recognition boards are in place to celebrate positive behaviour choices, and are used fairly and consistently throughout the school.

We also recognise positive behaviour in the following ways –

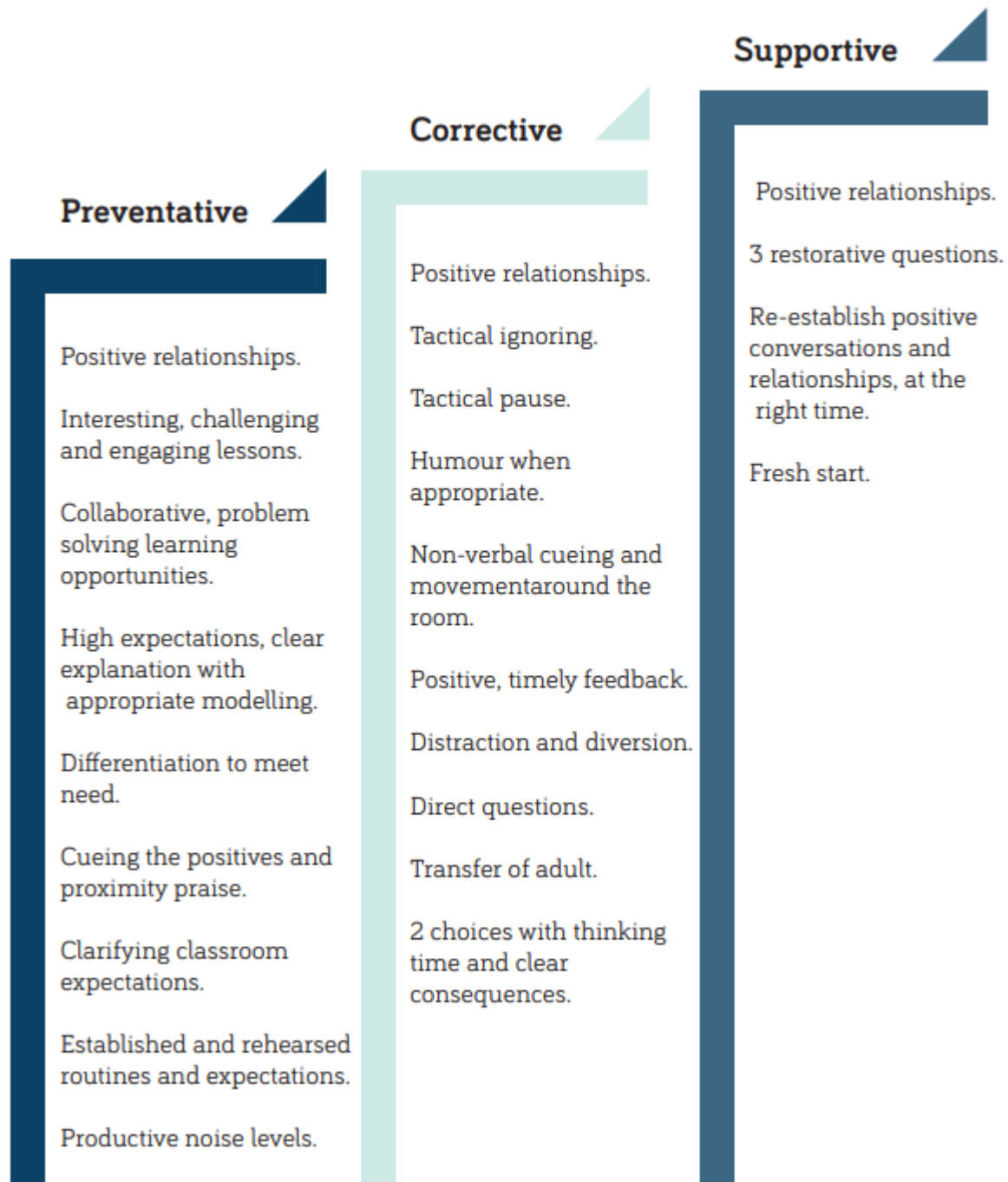


Negative Choices = Negative Consequences

Systems are in place as a shared framework for dealing with behaviour and negative choices. This framework is designed to support all adults in the school – addressing unacceptable behaviour consistently and fairly. When dealing with arising situations, both inside and outside the classroom, all adults will use their professional judgement, common sense and be mindful that behaviour is a form of communication. Adults will consider the specific needs and age (including emotional age) of the child, as well as addressing the primary (triggers) and not just the secondary behaviours. It

is important that children know what will happen to them if they choose to make negative choices and that the consequences are applied consistently and fairly.

Positive Behaviour Management Strategies



N.B. Children who have an IBP will have clear consequences for negative behaviour outlined in their plan.

<p>'Think about it' behaviours</p>	<ul style="list-style-type: none"> Swinging on chairs Shouting in the classroom or corridor Refusing to follow instructions Continuing to talk or write/draw after 'eyes on me' instruction Consistently interrupting others while they are talking Not joining in an activity during learning time Not tidying up Running inside Talking in assembly Disrupting the learning of others (calling or shouting out) 	<p>Reminders:</p> <ul style="list-style-type: none"> 1st reminder – look and name the behaviour as a reminder. Reference 3 expectations – Ready, Respectful, Safe and explain why we follow these expectations. 2nd reminder – clear verbal warning delivered privately (wherever possible) making the student aware of their behaviour and clearly outlining the consequences if they continue. 3rd reminder - final verbal warning – refer child to 'thinking space' stage and reflect on previous successes. If possible, ask an additional adult to intervene and support the child. Scripted conversation to help to get behaviour back on track. If behaviour continues, child goes to Amber and follow Amber consequence procedure
<p>Amber behaviours</p>	<p>Persistent 'think about it' behaviours</p> <ul style="list-style-type: none"> Answering back or arguing with an adult Throwing things in the classroom Deliberate name calling and being unkind to others Cheating or disrupting other children's playground games Swearing Bullying behaviours Inappropriate used of Chromebook Continued refusal to follow instructions 	<ul style="list-style-type: none"> For first Amber – child misses 5 mins of their playtime (in the most immediate playtime opportunity) with their class teacher. Teacher to record behaviour on CPOMS and inform parents. For second Amber in a half term child to miss 10 minutes of their playtime. Behaviour to be logged on CPOMS and teacher to inform parents. <p>Any loss of learning time or refusal to work will result in work being completed in pupils' own time; this will either be sent home or completed at playtime/lunchtime as part of Amber consequence.</p>
<p>Red behaviours</p>	<p>Persistent Amber behaviours (for the third time and continued in half term)</p> <ul style="list-style-type: none"> Persistent swearing Physical retaliation Persistent refusal to participate Challenging an adult Running/walking away from a teacher Being abusive or threatening to others Damage to school property Verbal abuse to an adult Leaving the classroom without permission or refusing to return to class <p>These behaviours to be reported to DHT/HT immediately -</p> <ul style="list-style-type: none"> Rude or disrespectful remarks about race, cultures, religion, gender or sexuality. Serious violence resulting in physical injury Bullying others Cyber bullying or bullying behaviours Physical abuse to adults or peers (hitting, kicking, shaking, biting, hair pulling or causing harm in any way) 	<ul style="list-style-type: none"> Child is sent to Phase Leader at the earliest possible opportunity for restorative conversation before returning to class. Child misses whole lunch/playtime with Phase Leader. Teacher to log behaviour on CPOMS and discuss with Children's Champions at earliest opportunity – review/implement behaviour plan if needed. Teacher to inform parents of incident. <p>Additional consequences decided by Senior Leader and Head/Deputy Head, which may include:</p> <ul style="list-style-type: none"> Child receiving an internal exclusion – spend a lesson/morning/afternoon/full day in another classroom or a quiet space. Child may lose school privileges e.g. representing the school at external activities etc. SHOULD THE INCIDENT RELATE TO FOOTBALL, THE CHILD(REN) RECEIVING A RED WILL ALSO BE BANNED FROM PLAYING AT BREAK AND LUNCH FOR <u>THREE</u> DAYS
<p>2 red behaviours in a half term</p>	<p>Class teacher to meet with parents and discuss behaviours, support in place and next steps. Class teacher, parents and child to agree motivational strategies for supporting positive behaviour choices and class teacher to inform parents about next steps should a further red behaviour occur.</p>	
<p>Further red behaviour</p>	<p>Class teacher to have another discussion with Children's Champions to discuss whether an IBP is needed at this stage. Class teacher and Phase Leader to meet with parents and share plan moving forwards and inform parents that the next step after this will be a discussion with Deputy Head/Head.</p>	

Plan for managing negative behaviour

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 continuing to behave inappropriately, we must ensure that our expectation is absolutely explicit and clear.

Restorative Questions

Supported conversations are to be shaped around the principles of Restorative Practice and Emotion Coaching. 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?

Working with families

The school will always seek to work in partnership with the families of our children. We understand that, at times, discussing children's behaviour can be an emotive issue but there is also an expectation that the school and family will work sensitively and positively in partnership to achieve the best possible outcome for the child.

Supporting Pupils

The school recognises its legal duty under the Equality Act 2010 and will always act in respect of safeguarding and in respect of pupils with special educational needs. Consequently, our approach to managing challenging behaviour may be differentiated to cater to the needs of individual pupils.

The school's SENCO will assess a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified, we will liaise with external agencies and plan support programmes. We will work with parents to create a Supportive Behaviour Plan and review it on a regular basis.

Where staff have concerns about vulnerable pupils and their behaviour, they will report this to the headteacher, who will consider a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities.

Consideration is given to all pupils and support and guidance will always be given to children who are affected by other pupils' behaviours, including child-on-child abuse.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings. For some pupils who are more vulnerable to change, especially pupils who have special educational needs or who are adopted or looked after, additional transition and support will be put into place. This could include transition books and extra opportunities to meet new teachers and teaching assistants where appropriate.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour will be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

Pupils' Conduct Outside of School

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006).

Non-criminal inappropriate behaviour or bullying (including cyber bullying) which occurs off the school premises and which is witnessed by a staff member or reported to the school, will be dealt with where necessary and appropriate according to the school behaviour system already outlined. This includes instances when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- identifiable as a pupil of the school in some other way;
- affecting the orderly running of the school;
- poses a threat to another pupil or member of the public;
- or could adversely affect the reputation of the school.

In all cases of misbehaviour the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Searching of Pupils and Confiscation of Items

According to the DfE guidance on Screening, Searching and Confiscation 2014, school staff can search a pupil for any item if the pupil agrees. This will be influenced by the pupil's age and other factors.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Legislation sets out what must be done with prohibited items found as a result of a search. Weapons, knives and extreme or child pornography will always be handed to the police. In all other circumstances, it is for the school to decide if and when to return a confiscated item.

The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Use of Suspension / Exclusion

As a school, we always strive to include, not exclude, and approach all incidents of challenging behaviour using a supportive and restorative approach. We recognise the potential detrimental effect that suspension / exclusion can have and therefore, will only ever use this as a sanction as a last resort. All staff want the best outcomes for every child but we accept that there may be occasions, where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy, that suspension / exclusion may be necessary. Suspending / excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending / excluding pupils should only be used as a means of last resort. The school has a separate policy for exclusion which is available on the school website.

Positive Handling and the Use of Reasonable Force

We have a responsibility to establish a safe, secure and stable environment which allows pupils to feel safe, happy and be able to learn. As a school, we recognise that occasionally situations may arise in which staff members will be required to use physical intervention in order to manage conflict when other measures have failed to do so. Physical intervention includes both 'positive handling' and 'the use of reasonable force' which are defined as:

- **Positive Handling:** positive application of force with the intention of protecting pupils and limiting damage to property. Positive handling is limited to emergency situations and used only as a last resort. It is an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control
- **Reasonable Force:** there is no statutory definition of reasonable force; it will always depend on what is considered necessary and proportionate, given the circumstance of the case. The use of reasonable force is only acceptable to control pupils or restrain them, and involves using no more force than is needed in the circumstance. 'Control' refers to either passive physical contact, such as blocking a pupil's path, or active physical contact such as leading a pupil by the arm. 'Restraint' refers to physically bringing a pupil under control, such as holding them back. This is typically used in more extreme circumstances, such as to separate two pupils fighting.

Physical intervention will never be used as a substitute for good behavioural management and will only ever be used when necessary to safeguard the pupil, other people nearby or property.

We have a separate Positive Handling policy which outlines the school's approach and is in accordance with the relevant legislation and national guidance. This is available on our school website.

Malicious 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. Our policy on Dealing with Allegations of Abuse Against Staff outlines our procedures for dealing with all allegations.

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. In summary, when a malicious allegation is made against a member of staff, we will deal with this in line with our approach to behaviour management: they would be interpreted on an individual basis, with staff, the child and parents/carers working together to understand the reasons for behaviours. In addition, where appropriate, a Restorative Practice based approach may be used 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.

In more serious cases where pupils have made malicious allegations, a more serious consequence will be considered. In line with DfE guidance the school will consider a ~~Fixed Term~~ **Suspension** or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Monitoring and Review

The headteacher is responsible for monitoring the effectiveness of this policy. Working with the leadership team, they will note the application of the policy and procedures. Monitoring also involves reviewing incidents recorded on CPOMS and also any of the reportable behaviours such as bullying and hate related incidents.

The pastoral team and leadership team discuss any serious behaviour incidents and any pupils with recurrent behaviour issues at their weekly meetings.

The headteacher reports on behaviour incidents termly to the governing body.

This policy will be reviewed annually. Amendments to policy and practice may occur at other times, for example, when new legislation and/or LA guidelines are published or recommended. Staff induction, training and development is continuous.

Legal and Statutory Duties

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools January 2022
- Searching, screening and confiscation at school July 2022
- The Equality Act 2010
- Children and Families Act 2014
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2017
- Special educational needs and disability (SEND) Code of Practice 2015

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Links with other policies

- Safeguarding and Child Protection

- Adopted and Looked After Pupils
- SEND
- Exclusion
- Positive Handling
- Staff Code of Conduct
- Uniform policy
- Allegations of Abuse Against Staff