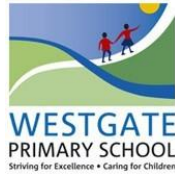


WESTGATE PRIMARY SCHOOL BEHAVIOUR & DISCIPLINE POLICY



1. Introduction

Our Rules are:

- share and care
- listen to others
- keep each other safe
- respect other people
- look after our school
- At Westgate we say **NO** to bullies and tell an adult

Staff have high expectations of all pupils in terms of behaviour and it is our policy at Westgate to manage good behaviour rather than waiting for bad behaviour to occur and then trying to deal with it. The children know bad behaviour is unacceptable and will be dealt with in a fair, agreed and consistent manner by all members of staff.

2. Behaviour and the Curriculum

The children learn what is expected of them with regards to behaviour through the Mindmate curriculum, assemblies, the negotiating of school and classroom rules. Adults at Westgate provide positive role models in their behaviour and attitude towards each other and the children. Westgate is an 'Investors in Pupils' school and we follow closely the statements that embody the good practice found in this award and its documentation.

3(i): The role of staff in school

- a. to keep children safe;
- b. to have high expectations of all pupils in terms of behaviour;
- c. to teach the concept of self discipline;
- d. to praise good behaviour rather than highlight negative behaviour;
- e. to build the child's self esteem;
- f. to make positive remarks about everyday acts of consideration to promote the children's sense of responsibility;
- g. to teach children to understand the effects of their behaviour and to know what is acceptable and unacceptable, through Mindmate, stories and assemblies;
- h. to ensure children are aware of rewards and sanctions if appropriate;
- i. adopt clear classroom routines and procedures that maintain high standards of organisation thus minimising opportunities for disruption and unacceptable behaviour;
- j. to handle unacceptable behaviour quickly and calmly in order to minimise disruption to the rest of the class and in accordance with the school's agreed sanctions;
- k. to report to Senior Management Team any repeated incidents of unacceptable behaviour
- l. to discuss and complete Learning Passports for behaviour where appropriate.
- m. Class teachers to liaise with parents about repeated incidents of poor behaviour.

3(ii) The Role of the Headteacher

- a. to ensure that the rules are understood by children, parents and all staff including dinner time staff, students and new members of staff;
- b. to ensure the Behaviour Policy is clearly explained in the School Prospectus;
- c. to implement L.E.A. policy regarding exclusion.
- d. to support all staff in managing challenging behaviour.
- e. To deal directly with reports of bullying or racist abuse.

3 (iii) The Role of the Governors

- a. to approve the Behaviour Policy;
- b. to adopt a Discipline Policy;
- c. to set up a panel to deal with pupil exclusions as necessary;
- d. to monitor racist incidents

3 (iv) The Role of the Parents

- a. to sign Home/school agreement
- b. to support staff in implementing the behaviour policy

3 (v) The Role of the Children

- a. to know what is expected of them at all times and to follow the school rules.
- b. to respect all adults in school.
- c. to have high expectations of their own behaviour.
- d. to ensure that there is a learning environment in school.

4. Rewards and Sanctions

The majority of children at Westgate consistently observe the school rules (which are to be displayed in every classroom and on the playground) and it is our policy to recognise and reward these children by:

House Points:

House points can be earned for demonstrating behaviour that we would expect of a 'Westgate Always' person. This can either be individually or as part of a group or team. House Points can be awarded by any member of staff to any child.

Stamps:

Stamps are used in Key Stage 2 to reward effort in their work. Stamps can also be rewarded for position on the ladder.

Top Table:

Children who are regularly polite and well-mannered in the dinner hall can be chosen to sit on Top Table on a Friday with the Head teacher. Lunchtime staff are involved in selection for Top Table.

Golden Time:

This is to be used as a reward for those children who consistently display good behaviour. Golden Time will be removed as part of the system of sanctions linked to the Behaviour Ladder.

Use of Behaviour Ladder:

Each classroom has a **behaviour ladder** where children have their names moved according to their behaviour and application. Children who are on Gold, Silver or Bronze at the end of the day receive a sticker to go home or stamps. Children who are displaying behaviour which is not expected of a child at Westgate can be moved down the ladder. The following sanctions are in place for moving down the ladder:

Yellow:	No sanction attached. This is designed to be a formal warning.
Amber:	Miss 5 minutes of Golden Time
Red:	Miss 10 minutes of Golden Time. If a child reaches red their parents will be informed at the end of the day.
Red twice in one week:	Miss all of Golden Time and go onto Teacher Report.

Violence towards an adult or another child will result in immediate Red and no Golden Time that week.

Teacher Report: if a child is on teacher report then they have lost their right to Golden Time the following week. They must earn Golden time throughout the week by staying on Green (minutes can still be earned if the child has reached yellow providing they have earned their way back to Green). 5 minutes a day are available to be earned with a 5 extra minutes to be awarded at the teacher's discretion. (see appendix 5)

Children who are finding it difficult to conform to agreed school expectations or class rules may be escorted to work in another classroom during the school day (or with a member of the SLT) until they can return to their class.

Whole-school Behaviour Record sheets are kept in the staffroom and incidences of poor behaviour over and above what is normally dealt within a classroom, are recorded in here to be followed up and allow patterns to be identified and tackled. (See appendix 1). Weekly monitoring of the behaviour ladder is undertaken by the Learning Mentor (See appendix 2)

All members of staff are encouraged to praise and reward good behaviour throughout the school.

5. Individual Needs

Occasionally children need additional provision beyond the usual systems in line with the SEN Code of Practice. This will include meetings with class teacher, parents and SENCo, additional positive behaviour charts and positive provision to allow for their needs. These children, if appropriate, will be on the SEN register and will have a Learning Passport or Personal Behaviour Support Plan with appropriate outcomes and details of systems to be in place for that child. This may also include the support of outside agencies such as SENIT, CAMHS, the Area Inclusion Partnership or the Education Psychologist. There may be a need to track their behaviour on a weekly basis. (see appendix 3)

6. Challenging Behaviour (also see Care and Control Policy)

We always try to work within a positive framework, as outlined in this policy, keeping parents (and if necessary Governors) informed. We understand that some children have difficulty with finding the right behaviour sometimes but have many effective strategies to promote inclusion. However, there can at times be some who present us with persistent and challenging behaviour which require additional behaviour strategies.

Restraint of pupils

Positive restraint of a child will only be used when a child behaves in such a way as to endanger the safety of themselves or others. These instances are rare but nevertheless may occur. Staff receive training as necessary to ensure this is done safely and appropriately. Appropriate RPI forms must be filled in as soon as possible after the event and passed to the Head teacher for filing.

Calm Room

There may be instances where children need a safe, quiet and sensory non-stimulating place to calm down. This may take place in the Calm Room where staff will stay with the child and will employ known strategies to calm and diffuse the situation. Where withdrawal has been without consent an RPI form must be filled in as soon as possible after the event. A running record of time in the Calm Room must be kept and also passed to the Head teacher for filing.

Withdrawal from activities

Withdrawing children from a specific aspect of school life is only used when behaviour is causing significant disruption to others' learning or could pose a risk to themselves or others in a given situation. This could take various forms such as; a short period/single lesson, a planned internal exclusion, exclusion from a trip or visit (including residential trips). In these instances pupils will be given alternative provision within school for normal hours.

Exclusion

Exclusion is only used as a last resort and the school follows LA guidelines. It is, however, an alternative we will use for persistent anti-social behaviour or for one-off very serious incidents. When subject to a fixed-period exclusion the pupil is not permitted on the school site for the duration of the exclusion.

Safeguarding considerations are taken into account when a fixed term exclusion is being considered and a child's safety and well-being will take precedence.

7. Restorative Practice

Westgate is a Restorative Practice school. This means that we work to ensure that children understand the consequences of their choices, words and actions, and the impact they have on others. Children are asked to think about what they have done and how it has affected those around them. Children are supported to take responsibility for their choices, words and actions, and to identify ways that they can make amends and improve the situation.

As part of our work in empowering children to take control over their own behaviour choices, we have peer mediators who are children trained to deal with minor disputes between their peers, using a restorative approach to bring about a resolution between two parties. They are supported by key members of staff who oversee the peer mediator programme (Mrs Hattersley and Mrs Hopkins, supported by lunch time supervisory assistants).

8. Monitoring of Policy

Implementation of this policy will be quality assured through pupil sampling and discussion, alongside monitoring of its implementation through observation, both formal and informal, in and out of lessons. Children are encouraged to feed back about all school systems through School Council. Monitoring of records, such as the behaviour record, positive handling records, PBSP's and fixed term exclusions, supplements this to identify patterns, should they occur, and address these as necessary.

This policy was reviewed in February 2020 and is scheduled to be reviewed every 2 years.

Signed :



Designation: Head Teacher

Signed:

(Chair of Governors/ sub-committee)

Date: 10/02/20



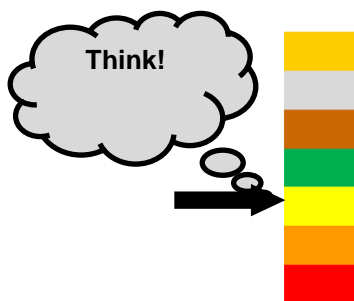
Westgate Primary School Behaviour Policy

Earn Stamps and stickers
by getting to **Bronze**, **Silver**
or **Gold**.



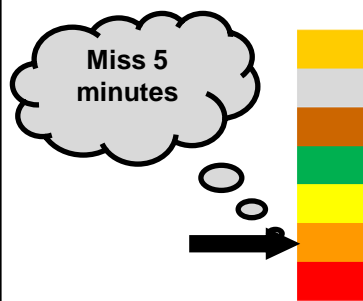
STEP 1

Verbal warning
Move on to **YELLOW** to give
visual reminder of warning



STEP 2

Move on to **AMBER**
Miss 5 mins of Golden Time



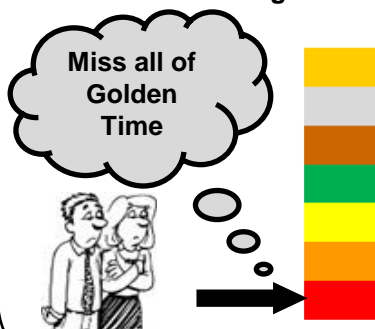
STEP 3

Move on to **RED**
Miss 10 mins of Golden Time
Parents contacted



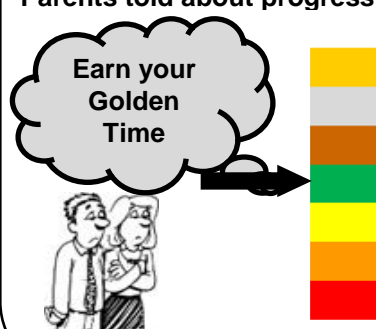
STEP 4

2nd time on **RED** in a week
Miss all of Golden Time
Class Teacher monitoring for a
week
Parents contacted again



STEP 5

Class Teacher report
Earn 5 minutes a day and 5
bonus minutes by staying on
GREEN
Parents told about progress



STEP 6

If successful return to normal
Ladder procedure
If unsuccessful repeat Step 5
(Class Teacher report)



**Remember your name will move straight to RED if you are
violent towards another child or member of staff.**

Appendix 2



Behaviour Record

At Westgate Primary School, standards of behaviour are usually never less than good and often outstanding. However, from time to time we all find that we must deal with behaviour which falls short of this high standard.

This pro forma should be used to record incidences of behaviour, beyond ordinary, low-level incidents normally dealt with by class teachers. It can also be used to record incidences of upset or crisis where it is useful to build a picture of what may be causing such incidences.

All incidents should always be investigated thoroughly and without prejudice. The outcome, consequences and follow-up actions should all be clearly recorded in case they need to be referred to. Additional notes should be filed here with the initial record, unless there is an issue of confidentiality and/ or child protection, in which case they should be passed to the head teacher.

Where restrictive physical intervention has been used, or the incident is violent, the relevant form(s) should also be completed and passed to the head teacher. Blank copies are available in the staff room.



Behaviour Record Sheet

Name: _____

Date: ____/____/____

Time: _____

Location (where and what was happening when the behaviour started)	
Trigger (What seemed to set off the behaviour)	
Action (Describe the behaviour)	
Response (What happened afterwards; what did you do; what did the child do?)	
Completed by:	

Appendix 3



Behaviour Ladder Monitoring

Class: _____

Date: ____/____/____

Day	GOLD (Names)	AMBER (Names)	RED (Names)	Further Action
Mon				
Tues				
Wed				
Thurs				
Fri				

Appendix 4



Behaviour Monitoring Record

Child's Name: _____

Year group : _____

Date: ____/____/____

Monday morning		Monday afternoon	
Session 1	Session 2	Session 3	Session 4
Tuesday morning		Tuesday afternoon	
Session 1	Session 2	Session 3	Session 4
Wednesday morning		Wednesday afternoon	
Session 1	Session 2	Session 3	Session 4
Thursday morning		Thursday afternoon	
Session 1	Session 2	Session 3	Session 4
Friday morning		Friday afternoon	
Session 1	Session 2	Session 3	Session 4

Appendix 5



Calm Room Record

Child's Name: _____

Year group: _____

Date: ____/____/____

[illegible]

Appendix 6



Name_____

I will stay on Green to earn back my Golden Time.

Monday	Tuesday	Wednesday	Thursday	Friday	Bonus 5 minutes