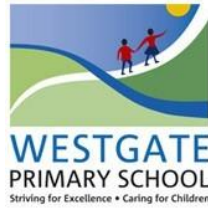


WESTGATE PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY



1. Introduction

Staff at Westgate have a shared philosophy in ensuring that the children in their care are kept safe and happy. The aim of the school is to ensure that all children achieve their full potential. Staff are dedicated to ensuring that mis-behaviour will not create a barrier to learning. The school rules, which were negotiated by staff and children, reflect the ethos and values expressed in our School Visions and those of the community. (See School Vision notice throughout the school). 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 SEAL curriculum, assemblies, the negotiating of school and classroom rules and weekly themes (see School Westgate Way schedule). 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 have high expectations of all pupils in terms of behaviour;
- b. to teach the concept of self discipline;
- c. to praise good behaviour rather than highlight negative behaviour;
- d. to build the child's self esteem;
- e. to make positive remarks about everyday acts of consideration to promote the children's sense of responsibility;
- f. to teach children to understand the effects of their behaviour and to know what is acceptable and unacceptable, through SEAL, stories and assemblies;
- g. to ensure children are aware of rewards and sanctions if appropriate;
- h. adopt clear classroom routines and procedures that maintain high standards of organisation thus minimising opportunities for disruption and unacceptable behaviour;
- i. 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;
- j. to report to Senior Management Team any repeated incidents of unacceptable behaviour
- k. to discuss and complete I.B.Ps/ Learner passports.
- l. 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; (At Westgate, these 2 policies are incorporated in the Behaviour & 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 an environment for learning in school

4. Rewards and Sanctions

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

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 at the end of the day receive a small certificate/ sticker to go home (KS1/ FS) and earn a house point. Children who are on Red take a letter home to inform parents of the behaviour. 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. A child can still move up the ladder after moving down, meaning that they are always able to redeem poor behaviour and turn the day around.

Stamps - Children in KS2 can also earn stamps in their planner for good attitude, contribution and behaviour.

House Points – Can be awarded by any member of staff for a range of things, including good behaviour. House Points also reinforce other systems- eg Getting to Gold (see above).

Celebration assembly - children are chosen by staff to tell school of their good work, effort or behaviour and to certificates are handed out as recognition of this.

Lunchtime staff are regularly involved in selection for celebration assembly and for Top Table.

Whole-school Behaviour Record- is kept in the staffroom and incidences of poor behaviour are recorded in here to be followed up and allow patterns to be identified and tackled. (See appendix 1)

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

5. Individual Needs

Occasionally, children with emotional or social difficulties may find it more difficult to regulate their own behaviour or to respond to generic whole-school systems for rewarding and managing behaviour. For these children, individual sanctions and rewards may need to be implemented, with clear targets for improvement shared through a Learner Passport or Individual behaviour Plan. These will be drawn up and reviewed regularly in consultation with the SENDCo, child, class teacher, family, and may involve the support of an outside agency. Where appropriate, individual rewards may link in to class systems.

6.Challenging Behaviour

There is no place for hurting any other human being through violence, bullying, harassment (racial, sexual, size, or other), vandalism, rudeness to adults or each other, or bad language within our school community, and this is always unacceptable.

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 disturbed behaviour which requires specialist support in addition to what the school can offer. In these cases we refer to an outside agency such as the Educational Psychologist, SENIT, the Orchard Centre and the Area Inclusion Partnership.

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.

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 on a termly basis, 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, IBPs and fixed term exclusions, supplements this to identify patterns, should they occur, and address these as necessary.

This policy was reviewed in February 2017 and is scheduled to be reviewed every 2 years.

Signed :



Designation: Head Teacher

Signed:

(Chair of Governors/ sub-committee)

Date:

Appendix 1



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 poor behaviour, beyond ordinary, low-level incidents normally dealt with by class teachers. It can also be used to record persistent low-level disruption where ordinary behaviour management strategies have not worked and so need to be referred to a more senior member of staff.

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.

The Westgate Behaviour Policy is also included for reference.

Date:	Time:	Location:
Child (ren):		Victim(s) if applicable:
Brief details of incident*:		
Dealt with by:		
Action taken*:		
Sanction:		
Further follow-up actions needed:		

**Please attach further notes if necessary*

Date:	Time:	Location:
Child (ren):		Victim(s) if applicable:
Brief details of incident*:		
Dealt with by:		
Action taken*:		
Sanction:		
Further follow-up actions needed:		

**Please attach further notes if necessary*