



WESTFIELD PRIMARY SCHOOL AND NURSERY

Behaviour Policy

Ratified: December 2021

Ratified by: Full Governing Board

Date to be reviewed: December 2023 by the Full Governing Board

This policy should be read in conjunction with the school's policies for: peer-on-peer abuse, suspension and exclusion, and physical intervention.

At Westfield Primary School and Nursery, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. At Westfield Primary School and Nursery, we believe children are most likely to achieve this when they have self-discipline. Self-discipline is the ability to push oneself forward, stay motivated, and take action. It requires a person to have self-control of their emotions, thoughts and behaviour. Staff use a therapeutic approach to teach self-discipline (where they correct, rather than punish). Ways in which self-discipline can be taught, include: forming positive relationships; good adult role modelling; consistency and routines; positive phrasing; feedback and recognition; comfort and forgiveness. Our policy echoes our core values.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated equitably, shown respect and to promote good relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a community that values kindness, care, good humour, good temper, and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for our staff and our children that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour.

We expect our children to follow our school rules. Our school rules are that all members of the school community should be **Ready, Respectful and**

Safe. This means children should be ready for learning, they should be respectful to others and themselves and they should conduct themselves in ways that keep themselves and others safe.

Children need to learn (and we need to teach them) how to be **Ready, Respectful and Safe**. Teaching occurs specifically during PSHE lessons, where children learn that they have rights and responsibilities and where (at the beginning of each academic year) they are encouraged (in their classes) to create a charter (a set of rules) which they agree will make for a successful learning environment. A typical class charter usually includes the following guidance to help children be **Ready, Respectful and Safe**:

- Follow instructions.
- Complete work to the expected standard, in the time allowed.
- Hand up to talk.
- Look after belongings - our own and those belonging to others.
- Stay seated in lessons - we teach children to only leave their seats if they have asked an adult to do so.
- Sit safely - we teach children to sit with all four feet of the chair on the floor, with their own feet on the floor and their bottom on the chair (FOFBOC) or with legs and arms crossed, if on the carpet.
- Walk around the school.
- Use quiet voices indoors - we teach children to understand that a “quiet voice” is slightly louder than a whisper, much less loud than a shout.
- Think - is it kind, is it helpful? - we teach children to only say kind and helpful things and that they should only use their bodies to touch another if it is to support or encourage a friend or during a game where the rules have been agreed and (non-violent) touching is consented to.
- Think - better, or worse? - we teach children to control their impulses by: encouraging them to stop what they are doing and think about what they are going to say or do, decide if it will make the situation better or worse, and choose the behaviour that makes the situation better.
- Avoid distractions - we teach children that they should focus on themselves and what they need.

Each class charter will vary slightly as they are created by the adults and children (in that class) together. We believe children will invest more in rules they have had a say about. The class charter will be visible in the classroom throughout the school year.

We will also give regular reminders to our children about how they can be **Ready, Respectful and Safe**. We will do this by giving clear, verbal comments, praising our children for actions that are in keeping with our rules, using the words: **Ready, Respectful and Safe**. We may also point out behaviour that is not in keeping with our rules, again, by giving clear, verbal comments pointing out what it might take for our children to be **Ready, Respectful and Safe**. For example, we will use phrases like:

Thank you for sitting quietly while the books were handed out. That is showing our rule of respect.

Thank you for walking quietly around the school. That is showing our rules or respect and safety.

Our rule is that you should be respectful to your classmates by not disturbing their learning. Raise your hand if you have something to say, thank you.

Our rule is that you should walk inside so that you and those around you stay safe. Walk, thank you.

We will be consistent with this approach so that our children know what we expect and can be successful.

Rewards

We acknowledge children's achievements by using non-verbal gestures and by giving clear, verbal comments to them. Our children learn about rewards in their PSHE lessons. The rewards we use include: smiling, giving a thumbs up, a supportive hug (being beside a child and at the same level and putting one hand on each of their shoulders for a few seconds). Verbal feedback will be given privately. Teachers may use other methods for teaching good learning habits and good behaviour choices (for example: use of a recognition board, stickers - including "bucket filling" stickers, VIP awards, class Dojo points).

Children will be awarded merits for effort and achievement. A headteacher's certificate will be given when a total of 10 merits have been awarded. Certificates will be given for progress in Maths Wizards and reading. Certificates will be given to children who demonstrate our school values. Postcards will be sent home to children to acknowledge their efforts and achievements.

Consequences

Children learn about consequences in PSHE lessons. They are taught that all actions have consequences (sometimes positive, sometimes negative). At our school, we put in place consequences that make sense.

Staff will use the steps below for dealing with behaviour that is not in keeping with the rules (most children change their behaviour at the reminder stage):

A Reminder - chance to change

A reminder of the expectations for children delivered to a child making them aware of their behaviour.

For example: Your charter says children should put their hands up to talk as it is respectful to others. You shouted out, which is not respectful. Put your hand up if you want to speak - thank you.

You are out of your seat. Your charter says you should stay in your seat as it keeps you and others safe and shows you are ready for learning. Sit in your seat. Thank you.

A Warning - chance to change

A clear, verbal caution delivered to a child making them aware of their behaviour and clearly outlining the consequences (moving to Time to Talk stage) if they continue. They will be reminded of their previous positive conduct/attitude/learning to support them with the choice to do the right thing.

For example: You have been given a chance to change. You are still shouting out. The consequence if you continue to shout out, is that I will need to talk to you. Remember how you sat in silence in maths. Sit in silence now.

I asked you to sit down. You have chosen not to. You sat in your seat all morning. The consequence if you do not sit down, is that I will need to talk to you. Sit in your seat now.

Where possible, staff will now focus on behaviour that is in keeping with our rules, using positive phrasing.

For example: Thank you to those of you who are sitting in silence waiting for the next instructions. You are showing me that you are ready for learning.

Thank you to those of you who are following our charter and sitting in your seats. I know you are safe.

Time to Talk

A child will be asked to speak to an adult about the fact that they have been given chances to change their behaviour and have not done so. The adult will explore whether there is a reason for this and support the child to understand the need to change and encourage the expected change. Where possible, the discussion will take place in private, at the time. This may be with a supporting adult (if there is one available) or the class teacher (in which case, the conversation will take place as soon as is practical bearing in mind the needs of all the children). If it is not practical to have the conversation at the time, it will be necessary to have the conversation at break or lunchtime).

Children may be asked to sit in a quiet area of the classroom or stand outside a classroom if they need a moment to calm and/or the situation needs to be diffused. In general, this should not be for longer than 3 minutes.

The child will be reminded of their previous positive conduct/attitude/learning (to support them with the choice to do the right thing). They will be asked to reflect

on their behaviour - thinking about why it is not in keeping with our rules. They will be reminded about their rights and responsibilities. They will be asked to think about who else has been affected - thinking about what they can do to make amends (repair any damage, hurt, harm). They will then be asked to reflect on their next step (reengaging with learning) - thinking about what they can do to be successful.

For example: You are still shouting out. We need to talk. Follow me (if it is practical to have the conversation then). Yesterday, you sat in silence during maths. Today, you are shouting out and you have not changed your behaviour although you have had chances to change. You have a right to be in the classroom, but it comes with a responsibility to follow the rules. Can you tell me why it is not OK to keep shouting out? Who has been affected? What should we do when we have made a mistake and affected someone else's learning? How can you make amends? Who do you need to apologise to? What do you need to do to be successful?

You are not sitting down. We need to talk. Follow me (if it is practical to have the conversation then). You sat in your chair all morning. That is on your charter as one of your rules - it keeps you and others safe and shows that you are ready for learning. I have asked you to sit in your seat and you have chosen not to. You have a right to be in the classroom, but it comes with a responsibility to follow our rules. Can you tell me why it is not OK to be out of your seat? Who has been affected? What should we do when we have affected others? How can you make amends? Who do you need to apologise to? You have missed learning. Obviously, you need to do the learning you have missed. I will support you in your own time (or, I will make sure it is ready for you to take home and you can bring to back tomorrow).

Remember, if it is not practical to have the conversation then, have the conversation at break or lunchtime.

Reengage with learning

The child will be encouraged and supported to reengage with learning/follow instructions.

If it is supportive and staff feel that a child might be more likely to be successful working outside the classroom, the child will be invited to work in a quiet area of the school, or in another classroom. Staff will always support, encourage and motivate children to complete their work at the timetabled time. They will do this by ensuring the child knows what is expected of them, supporting them to get started, checking in with them from time to time and reminding them that the work will need to be completed in their own time, if it is not completed when expected.

When work is not completed

If, despite encouragement, a child misses learning/does not complete work during the timetabled time, they will be expected to complete that work in their own time (at break or lunchtime or at home).

When behaviour becomes difficult as a result of heightened emotions

There are occasions when children's emotions heighten as a result of their experiences. When they feel this way, they are no longer in control of their behaviour. They may (for example): tip or shove furniture, kick or throw objects, refuse to go to their classroom, leave the classroom (without permission), run onto the school grounds (without permission), attempt to leave the school grounds (without permission), cry uncontrollably, shout at other children or adults. When this occurs, we will use a script to help the child return to an emotional state where they can make helpful choices so that we can move to the Time to Talk stage and discuss what has happened. We will say:

- Learner's name
- I can see something has happened, I am here to help
- Talk and I will listen
- Come with me and (offer a distraction, for example, help me find some paper we need for art).

When, and only when, the child has moved from the heightened state to one where they are able to self-regulate, will we move to the Time to Talk stage. Staff will know when this is because the child will appear physically more relaxed and they be willing to engage in conversation that is helpful and moves the situation forward. The restorative discussion (at the Time to Talk stage) will include a reminder to the child about strategies they have learned (in PSHE, PAWS B and generally) to help them avoid reaching the heightened state in the future (focusing on breathing and meditation) and repairing (for example: apologising if they shouted, putting thrown objects back where they came from, returning furniture that was tipped/moved).

When behaviour becomes dangerous

It is very rare for us to see dangerous behaviour in our school. Dangerous behaviour is that which would require us to call an ambulance because a child has hurt themselves, another child or an adult. Or, that which would require us to make an insurance claim for serious damage caused to property. Our suspension and exclusion policy deals with situations where dangerous behaviour occurs.

When we do not see the change we expect to see

Where we have followed the above procedures (teaching children how to behave and giving children chances to change when we see behaviour that is not in keeping with our rules) and we do not see the changes we expect to see, we may put in place further consequences.

For example: X interrupted the learning in P.E. when they didn't follow the teacher's instructions and didn't change when given chances to. X cannot take part in P.E. until we are confident that they will not interrupt the learning again.

X has kicked the football out of play for 3 days in a row, despite our support to understand why that is not fair and chances to change. X cannot play football until we are confident they can play fairly.

X has tipped furniture 3 times this week, despite our support to understand why this is not safe and puts themselves and others at risk and chances to change. X requires further support understanding their emotions and how to control them.

Where we put in place a protective consequence (one that limits freedom), we will also put in place an educational consequence (one that teaches the child how they can be successful).

Additional work will be required to support the child to make better choices. The class teacher (or their assistant) will notify parents/carers. A meeting will be set up, attended by: the child's teacher, the child's parents/carers and the child. Targets will be set, identifying: what we can do, what the child needs to do, and how parents can support at home. The targets will be recorded, a review date will be agreed and on that date, there will be a further meeting when the targets will be reviewed (the attached pro forma will be used to record the targets).

A record of the meeting will be logged on CPOMS. Staff working with the child, the key stage lead and the headteacher will be notified via CPOMS.

Where it is considered that sufficient progress has been made by the child towards their targets, the child's teacher, the child's parents/carers and the child will meet at the review stage and discuss what further support the child needs and discuss new targets. The targets will be recorded, a review date will be agreed and on that date, there will be a further meeting when the targets will be reviewed (the attached pro forma will be used to record the targets).

A record of the meeting will be logged on CPOMS. Staff working with the child, the key stage lead and the headteacher will be notified via CPOMS.

This process will continue for as long as it is felt necessary in order to support the child.

Where it is considered that sufficient progress has NOT been made by the child towards their target(s), the child's teacher will invite the key stage lead to the review meeting. The key stage lead will consider what further action is necessary to support the child. Targets and support will be recorded, a review date will be agreed and on that date, there will be a further meeting when the targets will be reviewed (the attached pro forma will be used to record the targets).

A record of the meeting will be logged on CPOMS. Staff working with the child, the key stage lead and the headteacher will be notified via CPOMS.

Where progress has been made, the position reverts back to meetings with child's teacher to discuss further support.

Where sufficient progress has NOT been made, the headteacher will be invited to the review meeting to decide what further support/action is required. Targets and support will be recorded, a review date will be agreed and on that date, there will be a further meeting when the targets will be reviewed (the attached pro forma will be used to record the targets).

A record of the meeting will be logged on CPOMS. Staff working with the child, the key stage lead and the headteacher will be notified via CPOMS.

It may be necessary, at any stage, to seek guidance from specialised educational agencies to formalise strategies to support a child. These may include:

- Herts County Council Behaviour Support Team (STEPS central supervision)
- An educational psychologist
- A member of the child and adult mental health team (CAMHS)
- Dacorum Educational Support Centre (DESC)
- Counselling - through qualified professional counselling services (for example, DESC or The Hospice of St Francis)

At the review meeting, where the headteacher is NOT satisfied that the child has made sufficient progress with their targets, a letter - recording the occurrences of unacceptable behaviour - will be written and kept on the child's file (see model letter below). Furthermore, suspension and/or exclusion may be considered in line with our suspension and exclusion policy.

Note: It may not be appropriate to wait for a review meeting (for example, if there are further occurrences of unacceptable behaviour in the meantime). Class teacher should escalate to headteacher in the event of concerns that the child is showing unwillingness/inability to work towards target(s)/respond to support put in place to help them make acceptable behaviour choices.

We expect to see the same **Ready, Respectful and Safe** behaviour in all parts of our school. The same, consistent approach will be used to support the children (as above). It may, therefore, be necessary to ask a child to go to a safe place (at the Time to Talk stage) until an adult is available to speak with them. This may, for example, be the side of the playground or the edge of the field. We will aim to speak to the child within 3 minutes (but the needs of all of our children will need to be considered when an adult decides when the time is right for them to have the conversation with the child). The aim will always be that the child returns to where they were, providing they follow our rules. Where it is felt supportive, it may be that limited space is made available to the child.

This policy will meet the needs of most of our children. There may be occasions when we need to plan separately to meet the needs of a particular child. In instances where this is necessary, staff will carry out an analysis of the child's behaviour, using the Steps flowchart. This may include: a risk reduction plan, anxiety mapping and a roots and fruits activity. Staff will be trained to complete the analysis during STEPS training and STEPS refresher training. They may

also refer to the STEPS trainers in school (Suzanne Stace and Kate Moody) for help and assistance with this.

There is a separate policy for how we deal with peer-on-peer abuse (including physical and verbal behaviour that is unkind).

A brief reminder about procedures for staff

Staff and children will devise a class charter (using Jigsaw PSHE lesson plans) at the beginning of each academic year. The charter will be visible in the classroom and be referred to throughout the year as the children's charter, or their rules.

Staff will regularly comment on behaviour that is in keeping with our rules.

Staff will follow these procedures for dealing with behaviour that is not in keeping with the rules:

- **A reminder - chance to change**
- **A warning - chance to change**
- **Time to talk - (restorative conversation - What happened? Who was affected? What needs to happen to repair any harm/hurt/? How can the child move forward without making the same mistake? What consequence (protective and/or educational) needs to be put in place to further support the child?)**
- **Reengage - complete any missed learning (at break or lunch time or take home)**

*Staff need to be mindful that children are sometimes not able/willing to talk at the time when invited to do so and they may refuse to move to a quiet area of the classroom/leave the room for the conversation to take place. If this occurs, remind the child that you need to talk to them and give them the choice of talking to you "now or later." Say, "Follow me now, if you want to talk now." If they don't follow you, walk away, saying, "I'll talk to you later, then. That's your choice. It may be in your own time." Then talk to the child at break or lunchtime.

Consequences should make sense, children need to know to expect them and that we will ensure we put them in place. Use "obviously" to help decide on the consequence. Examples:

You threw the book and the page ripped. Obviously, you need to repair the book. Support child to repair the book.

You kicked the ball at Mrs X and it hit her on the head. Obviously, you need to apologise to Mrs X and you cannot play with the ball until we have talked about how to play safely. Support child to apologise to Mrs X and talk about how to play safely (which could be in the child's own time, the following day).

You shouted out. Obviously, you cannot sit in the classroom and shout out. You may go in when you agree not to shout out. What will help you? (discuss strategies to support the child).

It is OK to remind children that we don't expect them to like the consequence, with a reminder that if they are responsible, the consequence can be avoided. For example, they may complain about not being able to play with a ball. Say: "I can see you don't like the consequence. When I have helped you understand how to be responsible and play with the ball safely, you will be able to avoid the consequence you don't like."

If there is a pattern of behaviour that is repetitive and you are not seeing the changes you are encouraging:

- **Teacher/teaching assistant calls meeting where teacher, child's parents/carers and child discuss targets and support (form below). Review date stated. Record of meeting on CPOMS. All staff working with the child, key stage lead and headteacher alerted.**
- **If teacher sees progress, meet and discuss other targets/support in other areas. Continue for as long as necessary.**
- **If, prior to the review meeting, teacher feels that progress has not been made, teacher invites key stage lead to the review meeting. At the meeting, further support and/or other targets will be considered. A review date will be stated. Record of meeting logged on CPOMS. All staff working with the child, key stage lead and headteacher alerted.**
- **If, prior to the second review meeting, teacher and key stage lead feel that progress has not been made, teacher invites headteacher to second review meeting. Headteacher will consider what support and/or targets should be considered and next steps. A review date will be stated. A record of the meeting will be logged on CPOMS. All staff working with the child, key stage lead and headteacher alerted.**
- **If, at the next review meeting, the headteacher is not satisfied that the child has made sufficient progress with their targets, a letter - recording the occurrences of unacceptable behaviour - will be written and kept on the child's file (see model letter below). Furthermore, suspension and/or exclusion may be considered in line with our suspension and exclusion policy.**
- **Note: don't wait for a review meeting if there are further occurrences of unacceptable behaviour in the meantime. Escalate to headteacher in the event of concerns that a child is not responding to support put in place to help them make choices that are in keeping with our rules.**

Date of meeting:

Those attending:

Review date:

Targets:	What [child's name] can do:	What we can do at school:	What parents/carers can do at home:
[child's name] will stay seated unless they have asked to leave their seat.	<p>Raise their hand and ask to leave their seat if they need to go to the toilet or get what they need to complete learning.</p> <p>Begin to understand when they may need a break and ask a member of staff (by raising their hand) if they can take a break.</p>	<p>Encourage [child's name] to put their hand up if they need to leave their seat.</p> <p>Offer [child's name] a break when they think it will support [child's name].</p> <p>Visual reminder about putting hand up while still seated to ask an adult a question (like whether they can leave their seat)</p>	<p>Talk to [child's name] about why we have rules (to keep us safe) and why they should follow the rules. Support [child's name] to understand that they have a right attend school, but it comes with a responsibility to follow our rules. Talk to [child's name] about how, if they do not follow the rules, the headteacher will be involved in supporting them to understand why it is so important.</p>
Targets met (at review date)? Yes/No			

MODEL LETTER 1

From the headteacher notifying parents of an occurrence of unacceptable behaviour. In a case where the headteacher has decided to suspend/exclude the child, they should send model letter 1 (attached to the suspension/exclusion policy).

Dear [parent(s)/carer(s) name(s)]

I am writing to inform you of my decision that [child's name] has behaved in an unacceptable way. Namely, that they have [insert details here: give information about what was reported to us, what has been put in place to support the child to understand the nature of their behaviour, what warnings the child and/or their parents have had about how the behaviour was beginning to look like bullying behaviour/harassment and what the child has since done despite the support given].

As discussed, we will continue to work with [child's name] to ensure they understand why their behaviour is not acceptable and what changes they need to make to ensure that they behave in a way that is in keeping with our rules.

Please continue to support your child to understand the seriousness of this. Regrettably, the next step - if we do not see the changes we are supporting [child's name] to make - is that we will have to consider a fixed term suspension.

Yours sincerely,

Suzanne Stace

Headteacher