



THE
WESTCLIFFE
FEDERATION

Behaviour Policy

Weston Lullingfields Primary School

Approved by: Governing Body **Date:** July 2023

Next review due by: July 2025



Aims

It is a primary aim of the Westcliffe Federation that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Federation's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The schools have a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Where relationships break down we seek to restore them. This policy supports the school communities in aiming to allow everyone to work together in an effective and considerate way.

The schools expect every member of our community to behave in a respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become resilient, positive, responsible and increasingly independent members of the community.

We will seek to use a consistent 3 step emotion coaching technique with our pupils:

Step 1) Recognising, empathising and validating pupils' feelings and helping them to label and identify them

Step 2) Setting limits on behaviour

Step 3) Problem-solving with the child to provide strategies for alternative and better behaviour choices

The Federation recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour. Our aim is to be proactive, teaching positive behaviour, not merely tackling poor behaviour.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff across the Federation.

Role of the Senior Leadership Team (SLT)

It is the responsibility of the SLT to implement the Federation and school based behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness

of the policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the Federation.

The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The SLT keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Executive Head Teacher and the Head Teacher have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, liaising with the SLT and Governors at all times. For repeated or very serious acts of anti-social behaviour, the Executive Head Teacher/Head Teacher may permanently exclude a child. These actions are taken only after the Federation governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers across the Federation have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low-level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. These will be reported on CPOMS. However, if misbehaviour continues, the class teacher seeks support and advice from the SLT.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-federation policy. The class teacher should, in the first instance, also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour and follow the policy.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at any school within the Federation. Parents are expected to adhere to the Home School Agreement and support the actions of each individual school but are able to address any queries regarding sanctions firstly to the class teacher, then to the SLT.

The schools collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the schools within the Federation.

Organisation

School Rules

Each school within the Federation has their own rules. (see addendum) This is to address the individuality of each school and the children in it.

Class Rules

Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Rules should be written up neatly and prominently displayed in the classroom.

School Christian Values

As part of our role as a church school Christian values underpin everything we do. Our schools' focus values are therefore an integral part of our behaviour policy. Our values are displayed throughout the school and are used in common language by all staff to promote and celebrate positive behaviour.

PSHE (Personal, Social and Health Education)

All classes use PSHE sessions as a tool for promoting positive behaviour. PSHE sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards within their classroom that may or may not contribute to a whole school reward system.
- Pupils may be sent to another member of staff to reinforce the praise and they may receive a sticker.
- Each week children from each class are nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement.
- Positive playtime behaviour is rewarded with praise, certificates and stickers.
- The SLT actively encourages staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.
- Westcliffe Federation expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.

Inappropriate Behaviour and sanctions

- If behaviour is inappropriate then a verbal warning is given to the child and the adult should explain to the child what he/she is doing that is not acceptable. The warning will be repeated before any sanctions are applied. If the child requires a third warning then they will lose 5 minutes of the next break or lunchtime, during which they will complete a **behaviour reflection sheet**, with adult support, to help them reflect on their behaviour, identify ways to make amends and ways to avoid the situation being repeated. This is kept in the class file and made available to the school's pastoral lead staff member.
- The safety of the children is paramount in all situations. Aggressive or violent behaviour may result in a child being immediately sent out of / removed from the classroom without an escalation of warnings. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Behaviour Support Teaching Assistant/SLT. In cases of extreme violence the parents are always informed either verbally, by letter, or phone call.
- In the case of emotional outbursts the class teacher will seek to use the 3 step emotion coaching technique:
 - Step 1) Recognising, empathising, validating the feelings and labelling them
 - Step 2) Setting limits on behaviour
 - Step 3) Problem-solving with the child or young person
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the SLT. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

- Racist incidents will not be tolerated in any form and will be reported to the Local Authority/Police.
- If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged in the incident book.
- In extreme cases each teacher has an SOS card which a child will present to a senior member of staff to signify that the teacher needs immediate assistance.
- Children that are identified, because they regularly display negative behaviour, may be referred to the SENDCo for further assessment and develop a programme of strategies to manage their behaviour.

Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment.
- Lunchtime supervisors warn children verbally if their behaviour is inappropriate. The warning will be repeated before any sanctions are applied.
- If the child requires a third warning then they will shadow the lunchtime supervisor for 5 minutes. Lunchtime supervisors record the sanction on CPOMS which will be monitored by the school's SLT.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the SLT.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class uses CPOMS as a behaviour log. A record of parental contact is included within CPOMS.
- Children who are involved in incidents will have the incident recorded on CPOMS detailing the incident, the child's response and action taken.
- Class teachers can send messages home to parents/carers if they want to discuss a child's behaviour. This should be recorded on CPOMS linked to parental contact. The headteacher must be informed if parents / carers are contacted. Any phone calls must also be logged on CPOMS and emails uploaded as evidence.
- Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is under sanction or has behaviour targets.
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.
- All incidents are recorded on the school's secure electronic CPOMS monitoring system. All staff have access to the CPOMS system but there are different levels of authorisation.
- The following behaviour triggers a child being sent immediately to the SLT:
 - physical violence or threatening behaviour

- swearing intentionally to cause offence
- racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- repeated disobedience
- continued inappropriate behaviour after returning from Time Out
- If a child refuses to go to a member of the SLT, the class teacher will send a message to the school office / SLT. In the playground a lunchtime supervisor will send another child to inform the SLT.
- If sent to the SLT, a phone call may/will be made to parents/carers as soon as possible.
- Designated staff will log parent contact/incidents on the school's secure electronic CPOMS monitoring system. Only designated staff have access to the CPOMS system.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

The Federation will follow the Local Authority Exclusion Procedures.