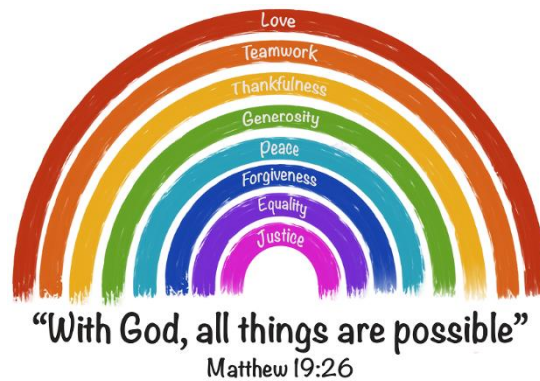


# Westleigh Methodist Primary School Positive Behaviour Policy



Written by:	SLT and Pastoral Team
Date agreed:	Spring 2023
Next Review Date:	Spring 2024
Chairs Signature	

## **Our Vision:**



**We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos.  
We provide a positive learning environment where all children can achieve their full potential.**

## **Our Mission:**

Westleigh Methodist is a family in which everything we do is built upon our Christian values and ethos.

We endeavour to create a place where everyone feels happy, nurtured, safe and valued. We will foster a sense of high-self-esteem, love of learning and enquiring minds. We aim to equip pupils to become good citizens with high aspirations and an understanding of the part they play in our society. Our creative and exciting curriculum will lead to achievement for all and children reaching their full potential and becoming life-long learners.

## **Safeguarding Statement:**

At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

# Behaviour Policy

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This policy should be read in conjunction with:

- Care and Control Policy
- Inclusion /SEND Policy
- Early Years Policy
- Anti-bullying Policy
- Attendance Policy
- Educational Visits Policy
- Equality Policy
- Online Safety Policy
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy
- Behaviour Implementation plan

## **1. Roles and responsibilities**

### **The governing board has overall responsibility for:**

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

### **The headteacher is responsible for:**

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### **The pastoral lead is responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, headteacher and governing board, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.

- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

**The SENCO is responsible for:**

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff are responsible for:**

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO/headteacher/subject leader.

**All members of staff, volunteers and support staff are responsible for:**

- Adhering to this policy and ensuring that all pupils do too.

- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

**Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents are responsible for the behaviour of their child(ren) inside and outside of school.**

**2. Training of staff**

- At Westleigh Methodist Primary School we recognise that early intervention can prevent inappropriate behaviour. As such, staff will receive training in de-escalation techniques and restorative practice.
- Teachers and support staff will receive training on this policy and the behaviour plan as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.
- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

### 3. Statement of intent

Westleigh Methodist Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our behaviour approaches on clear, specific expectations driven through four key principles (the 4 Rs);



**Resilience:** The ability to adapt to stressful situations, develop a growth mindset and cope with life's ups and downs.

**Responsibility:** The ability to demonstrate responsibility for self, others and the environment being accountable for our own actions.

**Relationships:** The ability to develop positive relationships with peers and adults in school and beyond.

**Respect:** The ability to demonstrate respect for the feelings, wishes and rights of others.

The 4Rs clearly define the expectations and aspirations we have as a school for all of our pupils. They are referred to frequently and pupils are celebrated and recognised for their efforts towards demonstrating these which is shown on the classroom recognition boards. By doing this we actively encourage the pupils to be positive in all they do, creating a calm and happy environment for pupils to work in.

Each of the 4Rs are broken down into clear expectations as outlined below. These lists can be added to by classes making them pertinent to individual class needs.

<p><b>Resilience</b>            Positivity towards a challenge (problem solving with confidence)            Persevering with tasks until complete            Never giving up            Working hard on a task            Manage emotions in stressful situations            Utilising independent learning strategies</p>	<p><b>Responsibility</b>            Being responsible for the learning environment            Responsibility of own actions and consequences            Being responsible for your own equipment and resources            Understanding the responsibility we have to look after each other            Setting a good example to others            Understanding our responsibility in the community and on a wider global scale</p>
<p><b>Relationships</b>            Showing love and kindness to all            Supporting one another            Demonstrating teamwork</p>	<p><b>Respect</b>            Showing that we are actively listening            Using their manners towards others            Caring for others</p>

Helping others Building positive relationships with peers and adults	Showing respect for school environment and equipment Following instructions Respect each others' differences and beliefs Celebrating that we are all unique.
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#### **4. Positive Behaviour Management Strategies**

Our strategies for a positive behaviour approach are driven by our Methodist ethos and our core Christian values. This unique approach is bespoke to our school in line with our school vision of With God, All things are possible and demonstrates how we 'do all we can' to support pupil development.

##### **Love**

We greet our pupils with a smile and welcome them with open arms into school as part of the Westleigh family. Teachers greet pupils at the classroom door every day.

##### **Teamwork**

We positively interact at every given opportunity with our pupils and teach them that they are valued individually as part of a wider team across school.

##### **Thankfulness**

We thank our children at every given opportunity. We 'catch them in' and we are specific when we do so. E.g. 'You're showing great respect by looking at me when you are listening, Thank you.'

##### **Generosity**

We are generous with our time for our pupils. We learn together, play together and eat together. Discretionary effort from staff is highly valued and goes a long way towards building positive relationships.

##### **Peace**

To maintain a positive environment conducive to learning for all pupils we praise in public and reprimand in private. We use a restorative approach to overcome conflict and learn from our mistakes.

##### **Forgiveness**

We are forgiving of the mistakes that we and others make. We use restorative practice to support the process of forgiveness and offer the opportunity of a fresh start following an incident or conflict.

##### **Equality**



We understand that not all pupils have had the same experiences in life and some may require bespoke support in order to flourish. We understand that some pupils have experienced trauma and adverse childhood experiences and we are mindful of how this may present in behaviours at school. Pupils who require it will have a personal positive handling plans best suited to them and their individual needs.

### **Justice**

Appropriate and proportionate sanctions are used when required. We exercise restorative practice so every child feels listened to and our children develop a sense of moral justice.

## Further Strategies

### Zones of Regulation :

The Zones of Regulation approach is used to support children's understanding of self-regulation and the importance of responding appropriately to social situations. For the purpose of this policy 'self-regulation' is defined as an individual's ability to modify their emotional responses through their behaviour. This includes being able to self-regulate their emotions to meet the expectations of the environment. The Zones is a behavioural approach used to teach self-regulation by grouping the emotions and states of alertness we experience into four coloured zones.

The aims of this approach are:

- To help children understand how their mind works and help them to understand why they sometimes behave and feel the way they do.
- For children to recognise different emotions and expand on their emotions vocabulary.
- For children to understand the physiological cues that their bodies give them to let them know that they are in a different 'zone'.
- To encourage children to reflect on how different experiences affect the 'zone' that they are in.

In order to achieve these aims a series of lessons are completed to address the purposes of the approach, and a support plan will be completed with children to help them identify their emotions and which strategies they can use to emotionally regulate (See Appendix 4). An important part of this approach is to ensure that all children have a voice which is listened to, and to enable every child to give their view about the support they receive. The Three Houses pupil voice will be used to discuss how a child's likes/hobbies/strengths, dislikes/worries and dreams/hopes may influence the zone that they are in (See Appendix 5).

## 5. Rewarding good behaviour

At Westleigh Methodist Primary School we recognise that pupils should be praised and rewarded for demonstrating; positive **relationships** with others; **respect** for self, others and school property; **responsible** citizenship and **resilience** academically and emotionally.



We believe all of these to contribute towards developing positive behaviours in pupils to provide an environment which is conducive to learning as well as maintaining a strong family ethos and culture where all can achieve and succeed.

## **We will use the following rewards in recognition of good behaviour**

- Recognition Boards centred around our 4Rs and other aims pertinent to the classes.
- Dojo points linked to the recognition boards which informs parents.
- Praise in Public
- Daily drop ins from SLT to publically praise and celebrate positive behaviour.
- Phone calls home for positive behaviour from all staff.
- Star of the week certificates.
- Christian Values Champion Award.
- Other award systems bespoke to the school. E.g Subject specific badges, Headteacher award stickers etc.

The name of children who receive a weekly school award are shared on the School Newsletter and displayed in school.

## **6. Unacceptable behaviour**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Staff use the language of choice to encourage children to make the right choice.
- It should be the behaviour rather than the person that is reprimanded.
- Children should be reprimanded privately.

If children make the wrong choice they are given the opportunity to turn it around by using the Choices Script (see Appendix 3) and restorative approaches (See Appendix 1) Appropriate sanctions will be given proportionate to the behaviour displayed. (see Appendix 2)

## **7. Consequences**

- Westleigh Methodist Primary School staff will follow the choices script alongside the appropriate sanctions (See Appendix 2 and 3) Children should be familiar with these. Staff will discuss this with children and use verbal reminders when needed through the use of the choices script.
- At Westleigh Methodist Primary School, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Restorative Practice is integral to understanding pupils behaviour and actions.

- At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour and restorative practice will be applied.
- We will use a number of different consequences, which will be used depending on the behaviour displayed by the pupil.
  - Providing a verbal warning privately with the child.
  - Buddy Class system
  - Pastoral Intervention (including personalised provision)
  - Restorative Practice
  - Headteacher/SLT intervention (including personalised provision)
  - Reporting the behaviour on CPOMS
  - Phone call home to parents/carers during the school day
  - Speaking to parents/carers at the end of the school day
  - Contacting external agencies were deemed appropriate
  - Internal suspension
  - Suspending the pupil
- Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, The school will not hesitate to take appropriate action.

**When to implement the sanctions and choices script sanctions – (see appendix 2 and 3).**

- Negative attitude to learning
- Disrupting learning of self and others
- Not on task
- Violence, aggression/verbal abuse towards others
- Refusing to follow instructions
- Being disrespectful to other pupils and staff
- Causing damage to property
- Being in an inappropriate place without permission

We are proactive in providing a range of additional support to children with wider behavioural needs. This support may include: Personalised rewards charts, home/school diaries, Individual Behaviour Plans, Personalised Support Plans, Positive Handling Plans, Pastoral support, access to Nurture and Early Helps. This list is not exhaustive.

We will work alongside parents/carers and other relevant external agencies to ensure the individual needs of the child are met.

However, some behaviours will not be tolerated at Westleigh Methodist Primary School and this will be deemed as highly unacceptable behaviour.

Depending on the nature and severity of the undesired behaviour, this may include an immediate fixed term suspension or a permanent exclusion. The school may introduce, where agreed with outside agencies, a reduced timetable.

### **Zero-tolerance approach to sexual harassment and sexual violence – child on child**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Missed break or dinner time
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police
- Please refer to our child protection and safeguarding policy for more information.

### **Fixed Term Suspension**

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## Westleigh Methodist Primary School complies with current DFE School suspensions and permanent exclusions

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- If an incident is deemed serious enough to involve fixed term suspension, the Headteacher will endeavour to contact the parent /carer on the day of the incident.
- A letter will be sent home outlining the reasons for the suspension and the measures parent/carers can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked.
- Parents should meet with a member of SLT on the day that the child returns to school to ensure such events do not reoccur.
- We ensure a restorative conversation regarding the suspension is had with the child on their return to school with either a member of the SLT or Pastoral Team.

The Chair of the Local Advisory Board and CEO are notified when an exclusion has been made. The Headteacher informs the Local Advisory Board about any fixed term suspensions beyond 5 days in any one term. Suspension information is included in Headteacher's termly report to the Local Advisory Board.

### **8. Definitions**

For the purpose of this policy, Westleigh Methodist Primary School defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Child on child abuse
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions

- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, westleigh Methodist Primary School defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others and not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Being dishonest
- Not following classroom rules
- Graffiti / defacing books

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach or frequency.

## **9. Safeguarding**

A risk assessment will be carried out prior to any school trips or extended school activities that will include looking at every child’s behaviour in school. On rare occasions, it may be necessary for the School to decide that a child is not able to attend the visit due to their behaviour which could lead to health and safety issues. In the event of this happening and as part of the risk assessment the teacher, SLT, Pastoral Staff, Headteacher will discuss in detail the potential risks and speak directly with parents/carers of their decision.

## **10. Outside school and the wider community**

- Pupils are encouraged to represent their school in a positive manner.
- The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

- Complaints from members of the public about inappropriate behaviour by pupils at schools within the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

### 11. Monitoring and review

- This policy will be reviewed by the Headteacher and the Local Advisory Board on an annual basis, who will make any necessary changes and communicate this to all members of staff.

## Appendix 1 Restorative Practice Questions

### Restorative Practice

At Westleigh Methodist Primary School we adopt the principles of The Restorative Approach. Everyone involved in an incident is taken through restorative questions to support discussion through a no blame approach that places emphasis on repairing the harm done and restoring positive relationships.

Restorative questions.

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put it right?

Note: Questions should where possible be asked to the harmer/ perpetrator first.

## Appendix 2 Appropriate Consequences to be used alongside the choices script

Behaviour Displayed	Appropriate Consequence
<b>Low Level Behaviour</b> Day dreaming, fiddling, talking, doodling, distracting others, swinging on chair, arguing over equipment, calling out etc.	<b>Private Verbal warning: first and second</b>
<b>Continuation of above following the choices script</b> or refusal to follow instructions.	<b>Move places to somewhere less distracting or reflection area</b> (no longer than 5 minutes for EY/KS1 and 10 minutes for KS2). They will have the opportunity to turn their behaviour around. They will miss 5 minutes of their break/lunch <b>to have a restorative conversation about their behaviour</b> or at the end of the day once the other children have been released to parents.



<p><b>Continuation of above following the choices script</b> or disrupting the learning of others</p>	<p><b>Buddy Class</b>  Children can be sent to any class the teacher feels is most appropriate for that child. An appropriate time should be agreed (10 minutes maximum EY/KS1 and 10-15 minutes maximum for KS2).  <b>Follow up sanctions</b>  Staff member responsible for sending a pupil to a buddy class should collect them at the end of their given time to have a <b>restorative conversation with them</b>. If unable to collect, a restorative conversation should be had at break/lunch or at the end of the day and CPOMS the incident. <b>They should also be responsible for making a phonecall home or speaking to parents at home time to inform them of their time out of class.</b> Pupil will miss 10 minute of their break/lunch to have restorative conversation or be spoken to at the end of the day once the other children have been released to parents.</p>
<p><b>Continuation of above following the choices script</b> or throwing/ damaging equipment, Swearing, refusal to come in after play/ lunch, leaving the classroom without permission, threatening behaviours, standing on furniture etc.</p>	<p><b>Pastoral Team/SLT</b>  The pastoral manager will intervene and take the child until they are calm and ready to be spoken to by the initial adult involved. <b>They may mediate restorative practice between the adult and the child.</b>  <b>Phone call home from SLT</b>  It is important that the sanctions come from the adult who initially dealt with the child.  <b>Follow up sanctions include</b>  Miss the next playtime/ lunchtime</p>
<p><b>Continuation of above following the choices script</b> or racist or homophobic language, deliberately hurting others, throwing furniture, putting themselves or others at risk, climbing on fences.</p>	<p><b>SLT / Phone Call Home</b>  SLT will intervene and take the child until they are calm and ready to be spoken to by the initial adult involved. SLT will support the adult and may mediate restorative practice between the adult and the child.  It is important that the sanctions come from the adult who initially dealt with the child.  <b>Follow up sanctions include</b>  Personalised provision and a phone call home. Where pupils are placed in personalised provision they will miss their playtimes and lunchtimes that day. Fresh air breaks will be taken with an adult.    In necessary circumstances a fixed term suspension may be applied by the headteacher.</p>

**If a child is disrupting the learning of others, or poses a risk of harm to self, others or damage to school property, positive handling may be required and will be carried out by trained members of staff. Where this takes place, all incidents will be recorded using the**

positive handling records and parents will be notified in line with the positive handling policy.

**Appendix 3 Choices Script (This should be completed as discreetly as possible)**

1. (Name) What should you be doing now? (reinforce the **desired** behaviour). Make the right choice. Thank you.  
Allow thinking time.  
**Praise others who are making the right choices.**
2. (Name) I need you to (insert desired behaviour). Make the right choice. Thank you.  
Allow thinking time.  
**Move child if necessary. Praise others for making the right choices – be specific.**
3. (Name) I need you to (insert desired behaviour) If you choose to (insert **desired** behaviour) you're choosing to remain in class. If you choose not to you are choosing to move to a buddy class and I will phone home to inform your grown ups. Make the right choice. Thank you.  
Allow thinking time.  
**Take child to buddy class if necessary. Praise others for making the right choices- be specific.**
4. (Name) I need you to (insert desired behaviour) If you choose to (insert **desired** behaviour) you're choosing to remain in class. If you choose not to you are choosing to spend some time with Mrs Williams. Make the right choice. Thank you.  
Allow thinking time.  
**Take child to Mrs Williams if necessary. Praise others for making the right choices- be specific.**

**Strategies for calming will be used followed by restorative practice and sanction of next playtime/ lunchtime.**

5. (Name) I need you to (insert desired behaviour) If you choose to (insert **desired** behaviour) you're choosing to remain in class. If you choose not to you are choosing to spend some time with Mrs Moragrega or Mrs Taylor. Make the right choice. Thank you.  
Allow thinking time.  
**Take child to SLT if necessary. Praise others for making the right choices – be specific.**  
**Strategies for calming will be used followed by restorative practice and sanction of personalised provision and a phone call home.**



## Appendix 4 Zones of Regulation

### Tools for each of my ZONES


Name:

My feelings/emotions

What changes my feelings (triggers)

When my feelings change I can try...

			
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## Appendix 5 Pupil Voice

### Three Houses

