

---

# West Park Primary School

## Behaviour Policy



Updated:	October 2020
Approved by Governors :	October 2020
Next Review Date:	January 2021

At West Park we believe that the development of self-discipline in learning and the establishment of positive relationships with others are the foundations for the success of our learners and of the school as a whole. Without these our aspirations will not be met and our potential will not be fulfilled. This policy aims to set out the part the school plays in establishing these foundations and how it motivates its learners, children and adults alike, towards their development.

Within our school community everyone has rights, but also has the responsibility to ensure that the rights of others are respected. It is for this reason that the starting point of this policy is to set out what these rights and responsibilities are. These are the agreed principles of all the school community, including children, parents, staff and governors and have been arrived at through consultation with all these parties.

***At West Park School we believe that:***

**We have the right to be treated with respect by all people irrespective of age, gender, colour, status or disability.**

*We have the responsibility to respect all others within our community*

**We have the right not to be bullied in any way, shape or form.**

*We have the responsibility not to bully others and to report any bullying we see.*

**We have the right to feel safe in and around school.**

*We have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.*

**We have the right to an education and to learn according to our ability.**

*We have the responsibility not to ridicule others for the way in which they learn or disturb the learning of others.*

**We have the right to express our opinions and to be heard.**

*We have the responsibility to allow others to express their opinions and to be heard.*

**We have the right to expect that our possessions will be safe in and around school.**

*We have the responsibility not to steal or mistreat school property or the possessions of others and to report anyone who does this.*

**We have the right to choose our friends**

*We have the responsibility not to force our friendship upon others or to abuse a friendship.*

**We have the right to play in safety and without interference.**

*We have the responsibility not to disrupt or endanger the play of others.*

Our "Magnificent Seven" school values:

- Determination
- Kindness
- Honesty
- Friendship
- Community
- Tolerance
- Respect

We have also, with agreement of all parties, established a school code of conduct.

## Our School Code

### Adults and Children

#### **At West Park we will:**

- Listen to each other
- Care for people and treat them with respect and politeness
- Disagree without losing our tempers
- Care for our surroundings and our own and other people's property
- Ensure that other people are not put at risk by our actions
- Respect other people's views
- Promote the well-being of both pupils and colleagues

### Children

#### **At West Park we will:**

- Demonstrate our "Magnificent Seven" school values

#### **In the classroom we will:**

- Get on with our work responsibly and complete it to the best of our ability.
- Use books and other materials sensibly and return them to the correct place
- Let others get on with their work
- Listen to and follow instructions
- Raise hands to join in at appropriate times
- Speak to adults and each other with respect

#### **Around the school we will:**

- Walk quietly and sensibly
- Show respect and friendship to others

#### **In the playground we will:**

- Respect the right of other children to play without interference.
- Resolve differences of opinion without fighting or calling people names
- Look after school and other children's property.
- Play sensibly and safely and not put others at risk by selfish actions
- Respect the separate play areas

#### **At lunchtime we will:**

- Line up quickly and quietly when the class is called
- Listen respectfully to the midday supervisors and follow their instructions

#### **On school trips and on our way to and from school we will:**

- Behave sensibly so as not to let ourselves and our school down

This code is underpinned by a consistent and well understood approach to rewards and consequences. Rewards are given to acknowledge positive behaviour in all areas of school life and there are consequences to ensure that behaviours which contravene the school's code of conduct are dealt with.

Children who are stimulated and excited by what they are learning are far more likely to display good behaviours than those who are not. It is the responsibility of all staff to ensure that learning is presented in such a way that children can make good progress, regardless of their ability, gender, race or level of disability. This calls for a good understanding of the way our children learn and the manner in which learning can be differentiated to get the most from them. However, it is not the purpose of this policy to set out precisely the way this should be achieved, other than to say that the more responsibility that children display for their own learning, the more likely it is that our and their aspirations will be met.

Our vision is to raise children's aspirations, helping them to become life-long learners by developing skills which will equip them to succeed. We believe that every child can fulfil their potential and we aim to develop a child's wider well-being by :

- developing a love and enjoyment of learning
- encouraging them to form friendships
- inspiring each child to become an effective learner and achieve the highest educational standards that they possibly can;
- encouraging children to develop a high standards of morality and contribute positively to the school and wider community;
- recognising and nurturing each child's individual talents;
- promoting healthy lifestyles through a range of opportunities in and out of school;
- ensuring good attendance at school
- engaging and helping parents to actively support their children's learning and development;
- safeguarding children
- actively tackling all forms of bullying, discrimination and harassment.

We work towards ensuring that all children to grow into self motivated, self disciplined, confident and independent young people, who are patient, honest, tactful and sensitive to the needs of all around them.

**In order for children to develop these qualities we aim:**

- to have a consistent whole school approach to behaviour and discipline;
- to support high standards of learning;
- to foster positive relationships within the school community so that children can see the benefits of good behaviour;
- to nurture all children's sense of self worth;
- for all members of our school community (children, staff, parents & governors) to live by, and be role models for, our school values
- to promote respect for others, their property and for the environment;
- to encourage the children to think about and take responsibility for their behaviour and to consider how it might affect others around them;
- to help everyone understand and accept that actions and choices have consequences for them and others;
- to promote positive relationships between school and parents;
- to use a variety of rewards and strategies to promote high standards and behaviour;
- to celebrate good behaviour.

Our strategy is to identify and model appropriate behaviours for our children and to identify how they should behave individually and towards others. This model encourages adults to develop strategies for supporting positive behaviour and to

intervene when behaviour is inappropriate with minimum disruption to teaching and learning.

### Rewards

We support this behaviour policy through a system which rewards positive behaviour in a range of different contexts, assisted by a number of approaches e.g. GIVE ME FIVE, which all children are expected to respond to.

Staff can find a number of useful posters and printouts which will assist in raising children's awareness in the Behaviour Folder on the school network.

There are many ways within the school that children are rewarded for good behaviour and good work/ achievement.

These consist of:

- Praise from the Assistant Head Teacher / Head Teacher
- Stickers from the class teacher and Headteacher
- Dojo points which go towards Bronze, Silver, Gold and Headteacher's Awards
- Dojo points allowing parents to receive notifications of positive behaviour
- Class Merits
- Tables Certificates
- Writer of the Week
- Ad Astra Stars Postcards
- Golden Time
- Attendance certificates
- Sports certificates

It is agreed that these should be awarded for:

- Working hard
- Demonstrating our school values – Community, Determination, Friendship, Honesty, Tolerance, Kindness and Respect.
- Voluntarily helping around school
- Good Listening
- Good Work
- Improvement
- A positive attitude
- Setting a good example e.g sitting properly, being particularly kind to someone
- Being respectful
- Completing homework
- Taking responsibility for our actions
- Good manners/ politeness

## Consequences

It is disappointing to have to implement the consequences system, but it is testament to the good behaviour of the large majority of children at West Park that few have to be dealt with in this regard.

The school's consequences system comes into play when a child needs to be reminded repeatedly about something e.g talking in class. This operates at a number of levels.

### **LEVEL ONE**

**Behaviour reminders** are given for the following actions, if repeated more than once (This list is given as exemplification):

- Talking in inappropriate situations e.g. when others are talking, assembly etc
- Fiddling with things in a lesson etc
- Not working when told to
- Throwing/flicking things.
- Being unkind to others
- Annoying other people
- Laughing at someone (e.g for making a mistake)
- Writing on school equipment
- Running in the buildings

*Behaviour reminders are recorded in the Class Behaviour Booklet.*

### **LEVEL TWO**

When the children have been given **three behaviour reminders** over a short period of time (eg a half term / six weeks) they should be sent to member of our senior staff. They will be spoken to about their conduct and reminded that a fourth reminder will lead to a behaviour warning and the sanctions below. It is hoped that this discussion will have a positive impact on behaviour.

**Four behaviour reminders in a half term lead to a behaviour warning**, which involves a phone call / discussion with the parent / carer, followed by a loss of privileges in the form of a loss of play for one lunchtime. The Head Teacher would deal with all warnings.

It was agreed that the following behaviours deserve an 'automatic' **behaviour warning** and should be followed by an immediate punishment and loss of privileges (a loss of play for one lunchtime). In these instances the parent will also be contacted by phone by either the Parent Support Assistant (PSA) or the class teacher.

- Swearing
- Breaking something deliberately
- Vandalism
- Threatening behaviour
- Insulting other people
- Disrespectful behaviour
- Stealing
- Answering an adult back

The following behaviours are considered more serious, even though they would still only receive a behaviour warning, loss of privileges would be increased. (a loss of playtime and lunchtime play for more than one day)

- Unacceptable physical harm
- Bullying
- Racism

**After three warnings in a term**, children will again, be sent to the Headteacher. Parents will be contacted and be given an update, a meeting will be arranged.

*Behaviour warnings are recorded in the Class Behaviour booklet. The record of behaviour warnings is passed on to the next teacher at the end of the year in the purple folder.*

### **LEVEL THREE**

If **four** behaviour warnings are given during one term this will lead to an **internal exclusion**. (the child will be supervised with work away from the classroom for a day). At this point the child's parents are invited in to school for a consultation with the Headteacher.

### **LEVEL FOUR**

In the case of repeated misbehaviour after an internal exclusion or a single very serious incident a **fixed term exclusion** would be considered. West Park School and The AdAstra MAT adopt the DfE guidelines on all exclusions.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

**(Children know that certain occasions at school are regarded as 'privileges' and their participation in these events is dependent on their good behaviour e.g school events, behaviour reward events/ sessions, extended school visits)**

### **School Break-times / Lunchtime Behaviour**

When children are playing on the yard or school field, high standards for behaviour must be maintained. Playtimes and lunchtime rules are attached with clear guidelines for all staff on duty.

Other related policies include:

- Anti-Bullying
- Peer on Peer Abuse
- Staff Code of Conduct
- Exclusion Policy
- Team Teach

### **Review**

Governors are free to determine the renewal of this policy at any time, in line with changes in school systems or statutory guidance.

## **Behaviour Policy Addendum: October 2020**

**The following principles are in place during the COVID19 pandemic:**

### ***Introduction***

*The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care Plans (EHCPs) and pupils of key workers critical to the COVID -19 response.*

*During their prolonged absence from school, children have suffered from significant changes to their learning routines, daily structure, social and behavioural norms. The school may now feel different to children, compared to how it was when they last attended. We want our pupils to be happy, in pleasant and relaxed surroundings. We know that they will learn best when they are clear about what they are expected to do given the changes as a result of COVID-19. Furthermore, we are aware that COVID-19 has the potential to impact on the mental health of children and their family members; this in turn can affect their behaviour.*

*Culture is created in our school by establishing behavioural expectations and ensuring that these are taught explicitly to ensure that the school is a calm, happy and purposeful environment where learning can take place. We are re-setting the culture in response to the enforced COVID-19 disruption by introducing new behavioural expectations and routines, around protective measures and personal hygiene.*

**This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural expectations that are expected during the coronavirus pandemic.**



### **Guiding Principles:**

- Behaviour will be taught, including our new routines for entering school, hand washing, social distancing between peers and the teacher(s).
- All staff are responsible for ensuring the rigorous and consistent application of our new procedures across school.
- Proactive risk assessment will reduce the potential for poor behaviour. We will endeavour to anticipate risks rather than simply reacting to situations.
- Communication to pupils will build their confidence. We will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. We know that this will help to build a safe and calm culture in which pupils feel secure.
- Clearly established rules, routines and boundaries will be consistently applied.
- Vulnerable pupils remain a key focus group (including those with a social worker, those who are disabled, those with an EHCP or those who require additional support).
- School Leaders will ensure that West Park School follows guidance from the DfE and Public Health England

### **Expected behaviours – How we do things now**

**Bubbles:** During the phased reopening of the school, pupils will be taught in consistent phase group bubbles. These groups or 'bubbles' will remain together for their time on the school site, in lessons and during social times.

**Transport to school:** We ask that public transport is limited as much as possible. We ask that wherever possible pupils are brought to school by 1 adult (we appreciate that this may not be possible with siblings).

**Arrival at school:** We ask that upon arrival, parents and their children use the footprint markers to help them adhere to social distancing guidelines.

Pupils will arrive at staggered times. If parents have children with different start times, we appreciate the difficulty and ask that when one child has been dropped off, they move to the next drop off point, where the same lining up system will be used.

We would like the entry to school to be a positive and welcoming start to the day. Class teachers will be present at their classroom door to welcome pupils to school and to ease anxieties. Members of the Senior Leadership Team will be present on each gate to greet families and to ensure the social distancing guidelines are applied. Social distancing posters and visual aids will be seen around school.

If pupils arrive late, we ask that parents take them to the main reception.

Pupils will only bring the following into school:

- A water bottle to be kept at their workstation
- Their packed lunch if appropriate
- PE kit in a draw string bag
- A book bag or A4 folder

We encourage parents to continue to use Class Dojo or email communication wherever possible, there will be no face-to-face conversations with school staff.

Systems for cleanliness and hygiene in school will be re-introduced to the children as a priority for the first day they return to school.

Systems for safe movement around school will be introduced to the children as a priority for the first day they return to school. This will particularly highlight “pinch points” and the system for social distancing in these areas. Areas for hand-washing, toilet facilities, lunch and outdoor play will be introduced to each individual class group as a priority for the first day they return to school.

### **Behaviour Management**

There are occasions when staff members will need to challenge behaviours which are not safe or not conducive to learning. We will continue to use the sanctions identified within the body of our main behaviour policy during this phased period of re-opening.

Behaviour reminders will be used when pupils repeatedly forget to follow COVID 19 systems around school.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school’s behaviour policy – such actions will result in an immediate warning.

Coughing, sneezing or spitting at or towards any other person will be dealt with using principles in our Peer on Peer Abuse Policy regarding intent. A deliberate act would be deemed as a serious breach of the school’s behaviour policy. Any pupil who does this will need a risk assessment to establish whether they are able to remain in school.

### **Reasonable Adjustments**

Leaders and teachers, with the support of the Special Educational Needs Co-ordinator (SENDCo) will be mindful of pupils’ individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural expectations.

Staff will make their best endeavours to ensure that pupils with additional needs are supported in understanding and accepting the changes to their school setting and the new expectations. Reasonable adjustments might include, but not limited to; additional support for the arrival and exit to school, additional support to adhere to break and lunch time expectations, reteaching of behavioural expectations and adapted sanctions and rewards.

### **Use of Reasonable Force**

We will continue to use the school’s main behaviour policy in relation to use of reasonable force.

Following a risk assessment, the school may decide that pupils who are high risk should continue with home learning.

### **Review and Adaptation**

Leaders will keep the arrangements detailed in this addendum under review, initially daily. Risk assessments for individual pupils will be monitored by Senior Leadership. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils.

A thorough review of the addendum will be undertaken weekly by the Senior Leadership Team, supported by the Governing Body when possible.

## Appendix 1

# Playtime and Lunchtime Rules

- Playtime 10.30 to 10.50, lunch ...12pm – 1pm
  - First whistle / bell = stop, look and listen
- When on the yard, an area of the playground will be called out in order
- Patio
  - Bottom yard
  - Top yard
  - Etc



When on the field all of the children walk in on the second whistle / bell  
Children should walk into school calmly and quietly

All staff should be aware of timings to ensure an adult is in each classroom as the children return from the playtime / lunchtime.

- Children should show respect for all adults and other children at all times.
- Children should go to the toilet and wash their hands on the way out of school. They should ask an adult if they wish to re-enter school. Cloakroom monitors will be in position during playtime and lunchtime. Once outside, children should be given a cloakroom pass, allowing them to re-enter school.
- Any injuries and first aid should be administered by trained staff only. Children should *never* be sent to cloakrooms unaccompanied or with other children. If extra staff are required, staff on their break should be called for support.
- All accidents should be logged in the "Accident Book" in the school office.
- The grass banks around the yards, the reinforced brick slopes around the patio and the ditch alongside the school field are out of bounds at playtime and lunchtime.
- The patio area is for Playground Friends, Art Club and their groups only.
- Correct use of playground equipment at all times eg. skips for skipping only, handrails not for climbing.
- When the tyre park and climbing tower are in use, the timetable will be displayed on the window in the school hall. Year group labels will be placed on the equipment showing their turn.
- The bottom yard is the quiet yard, running on the top yard only.
- No balls of any description should be on the yard at playtime or lunchtime.
- Children should be sent to the outside "Thinking Area" for time out if necessary.
- Behaviour of concern during playtime, should be recorded in the class teachers' behaviour book by the adult on duty and returned to the class teacher immediately.
- The lunchtime supervisors' record book will be sent to Miss Hall on a daily basis. If necessary, a warning or behaviour reminder will be recorded by the Head Teacher in the class behaviour book and the class teacher informed.

### Rewards

Good behaviour should be rewarded with Dojo points, stickers etc. Lunchtime staff record positive behaviour in the lunchtime book.



## Appendix 2

### Lunchtime Behaviour Support

Please see below the behaviour supports systems which the children should work through at playtimes and lunchtimes if required:

