Keystone Academy Trust

Bourne Westfield Primary Academy

BEHAVIOUR AND REWARDS POLICY

ADOPTED: September 2022

REVIEWED: September 2026

- The aim of this policy is:
  - to establish a consistent approach to building positive relationships with children
  - to ensure a consistent and positive approach to the management of the behaviour of pupils in and around the school, including our wrap-around provision and in the wider community
  - to promote in the pupils themselves an intrinsic and positive attitude towards good behaviour and manners both in and out of school
  - to safeguard the children by ensuring everyone is aware of and reporting concerns regarding changes in a pupil's behaviour, and/or being aware that poor and unusual behaviour can be a sign of an underlying safeguarding concern.

At Bourne Westfield Primary Academy, we believe that behaviour has a central role in allowing pupils to access learning. Good behaviour allows pupils to engage fully in their learning and reach their full potential. At our school, we create an environment and deliver a curriculum that supports the social, emotional and mental health of the whole school community. The aim of this Behaviour and Rewards Policy is to communicate the key principles and practices that reflect our school ethos.

We believe that everyone has the right to:

- to feel safe, healthy and happy;
- to be treated with respect, dignity and equality;
- to learn or to teach, or to do their job.

Our duty is to recognise:

- Children will not be able to learn effectively, until they feel happy, safe and secure.
- We recognise that all behaviour is a form of communication
- We recognise that all behaviour is learnt.
- Every member of our school community is responsible for supporting positive pupil behaviour and instilling politeness and good manners.
- Creating positive relationships with children is the largest deterrent to unwanted behaviour

At Bourne Westfield Primary Academy, everyone has a responsibility to uphold these rights which means every member of staff, pupil and family member is charged with upholding high behavioural expectations.

Behind every behaviour there is a feeling and behind every feeling there is an experience

We understand that all behaviours are a form of communication. With that in mind, we aim to be proactive rather than reactive – teaching children appropriate strategies to help manage their feelings and relationships. We aim to create a positive, predictable and safe environment for the whole school community.

It is understood that children with a special educational need or disability (SEND) need may find it difficult to meet the expectations of behaviour on occasions. With this in mind, we have a graduated approach to behaviour that works alongside the SEND policy and the SEND Code of Practice for the Social, Emotional and Mental Health (SEMH) area of need: please see the sections 6.32 and 6.33 (click here for further information).

This policy will work in conjunction with the school's Anti-Bullying Policy, Suspension & Exclusion Policy and the Child Protection and Safeguarding policy. This policy should be read alongside the following:

- Behaviour in Schools
- Revised Behaviour in Schools guidance and Suspension and Permanent Exclusion Guidance
- Keeping Children Safe in Education
- Department of Education Teacher Standards (Section 7)
- Searching, Screening and Confiscation Advice for Schools July 2022

Expectations of behaviour based on the School's aims and values.

At Bourne Westfield Primary Academy, it is expected that every child will:

- Consistently demonstrate the school values of Community, Opportunity, Respect and Excellence and follow the Westy Way.
- Listen to and follow instructions and rules set by adults.
- Show respect to others.
- Use technology safely as guided by the adults.

Underpinning these expectations, are our school's CORE values which direct our curriculum and work within school. Our school's key values, the WESTY Way, provides a framework that supports pupils in their conduct and in being good citizens.





WESTY Way
We are brave
Every day we try our best
Stick at it! We are resilient
Trust us – we are caring and respectful
Yes! We are a team



At the start of every academic year, the children and their new class teacher/s will agree the behaviour that is expected in line with these values and the WESTY Way. It is important to do this at the start of every academic year to reinforce expectations; these will form part of the Class Charter which is displayed in the classroom. This will be referred to regularly and revised in light of repeated instances of unwelcome behaviour.

Role of Staff and Volunteers:

All staff working at Bourne Westfield have responsibility to:

- To have and show respect for every child.
- To view behaviour as a form of communication.
- To form positive relationships to enable children to feel secure in school.
- To maintain clear boundaries and expectations.
- To record incidents and communication on the school's recording system Trackit.
- To communicate both positive and concerning behaviours to parents, carers and the Leadership Team.
- To work collaboratively to reinforce the strategies agreed in line with this policy.

Role of Parents and Carers:

Parents and carers should support the actions of the school outlined in this policy. If they have any concerns regarding their child's behaviour, they should initially contact the class teacher. If the concern remains, they should contact the Leadership Team.

Role of the Local Governing Board:

Bourne Westfield Primary Academy governing body is responsible for reviewing and approving the written behavioural principles of this policy. The governors will also review this policy in conjunction with the headteacher and monitor the policy's effectiveness.

Role of the Headteacher and Leadership Team:

It is the responsibility of the Leadership Team to monitor the implementation of the Behaviour and Rewards Policy throughout the school and to report to governors on the effectiveness of the policy.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. This action is only taken after the school has sought advice from the Pupil Reintegration Team and the Local Authority and the Chair of Governors has been notified. Please see here for more information.

Behaviour Types

Positive Reinforcement: Rewards and Recognition

Pupils who follow the Westy Way and positively contribute to their class and the academy receive various forms of positive praise and recognition:

- Westy Points on Trackit – based on The Westy Way (end of year Westy badges)
- Written praise e.g. a positive comment on work or in the learning journal
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, praise action etc.
- Smiles, stickers and non-verbal praise
- Westy Postcards – sent home
- Star of the Week certificate - name in the 'Westfield' weekly newsletter
- Golden Book - Headteacher Award
- Trophies and Special Awards e.g. sports, attendance

Unwelcome Behaviour

It is unacceptable for anyone to:

- Disturb the learning of others
- Be disrespectful or speaking inappropriately
- Use rude language or swear, including online
- Use aggressive and physical behaviours towards others
- Be dishonest
- Bully others, including online
- Damage equipment or purposely use it in the wrong way

The Five Stages of Behaviour

The academy uses a behaviour scale of green, amber, yellow and red across the school and is supported by 'Track It Lights', an application which supports and logs the use of rewards and sanctions across the school, providing a clear framework in which to follow.

When an incident occurs, we follow these principles:

What happened? – Hearing and valuing the unique perspective of each individual.
What were you thinking? – Making connections between thoughts and behaviours.
What were you feeling? – Developing emotional literacy/empathy and consideration and making connections between feelings, thoughts and behaviours.
Who has been harmed or affected? - Connecting harm to the un-met needs.
What needs to happen/do you need to do now? - Finding the right strategy to repair the relationships, the harm and unmet need.
Use of "Who", "What", "Where", When" and "How" questions rather than "Why".

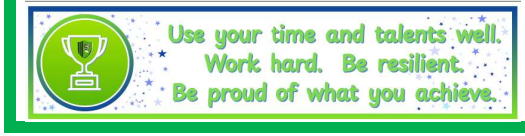
Bourne Westfield Primary
Behaviour Pathway

Stage 1 Green Behaviour	Stage 2 Amber Behaviour	Stage 3 Yellow Behaviour	Stage 4 Red Behaviour

Children feel happy, safe and ready to learn.



	Not following the CORE values and Westy Way:
	• Not following instructions
	• Not on task
	• Rude or unkind
	• Distracting others (preventing learning).
	• Not telling the truth.
	• Not looking after school equipment or environment
	  ▪ *Dropping litter*
	  ▪ *Dropping food on the floor*
	
		Not following the CORE values and Westy Way:
		• Persistently not following instruction
		• Persistently not on task
		• Rude or unkind persistently
		• Indirect use of inappropriate language
		• Persistent disruption
		• Continued dishonesty
		• Damage to school equipment or theft
		• Unnecessary physical contact
		
			Not following the CORE values and Westy Way:
			• Persistent yellow behaviour
			• Swearing or inappropriate language
			• Bullying
			• Racist or homophobic language or bullying
			• Intentional disrespect
			• Aggressive or violent Behaviour
			• Deliberate damage to school equipment or theft
			• Possession of Banned Items.
			

You will be rewarded with green Westy points on Trackit. You will be praised in person, groups/teams or a class with stickers or verbally. You might hear things like: **Thank you for….**    	You will be reminded of the West Way and CORE Values – we want you to stay on green. You might hear: When you focus on your work, I feel so proud of you please keep this up…. You should ask if you need any help with the learning. If your behaviour continues, you might get another amber or you may move to yellow. **This is managed by any adults in the classroom.**	You will be reminded of the West Way and CORE Values – we want you to get back to green. If you're on yellow, you may miss 15 minutes from your break or lunch to think about what happened and how to get back on track. You might have to complete work, pick up items that have been thrown say sorry or do something else to say sorry. If you keep getting yellows, your teacher will speak to your adult at home about how we can help. **Adults may organise:** • Check-ins with you • Introduction a behaviour chart. • For you to work in another classroom. **This is managed by any adults in the classroom.**	You will be reminded of the West Way and CORE Values – we want you to get back to green. If you're on red, you will miss your break and/or lunch to think about what happened and how to get back on track. You may have to work in one of the Learning Bases or another classroom. You may be suspended and have to work at home. If you are on red, your teacher will speak to your adult at home about how we can help. **Adults may organise:** • Reset time with you to discuss your actions, next steps and reminders of the Westy Way and CORE Values. • A meeting with your adult at home. • A **Pastoral Support Plan** to set targets for your behaviour. **This is managed by any adults in the classroom and leaders in the school.**

Appendix

1.0 Banned Items

The 2014 DfE Screening Searching and Confiscation Advice is the foundation for this policy and it identifies prohibited items as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
Headteachers, Deputy Headteachers and the Designated Safeguarding Lead can also search for any item banned by the school rules and items deemed unsafe will be confiscated.

For the purpose of this policy - The definition of 'Knife' in this document includes any bladed article including - craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item.
The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence.
The above is not an exhaustive list and could include other bladed items or weapons not specified above.
The policy is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

For details of the response to, and management of, any incident involving any type of Drug/ Alcohol/ tobacco/E-Cigarettes please refer to the schools own Drug Incident Policy.

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice, there are a number of other items which could cause harm, distress or injury to pupils or persons or 'Adversely affect good order and discipline of the school community' (DfE Behaviour and Discipline in Schools (Jan 16). Bourne Westfield Primary Academy's Governing Body considers that the following items are inappropriate and should not be brought into school:

- Chains
- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, etc)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- Aerosol (including deodorant and hair spray)
- E cigarettes
- Stink bombs
- Solvents
- Chewing gum
- Energy drinks
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school's own drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- Rope, cable ties
- Mobile devices (unless in Year 5/6 and parents have completed a mobile agreement with the academy)

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

Appendix 2.0

Use of Reasonable Force and Physical Handling

All members of school staff have a legal power to use reasonable force.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Some examples are given below for illustrative purposes whereby **Reasonable force* might be used to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

* **(Reasonable force for the purposes of this context is defined as 'Reasonable in the circumstances' meaning using no more force than is needed.)**

Schools cannot:

Use force as a punishment - it is always unlawful to use force as a punishment.

Following the use of restraint or force the relevant member of staff will, at their earliest opportunity, inform their line manager and record the facts of the circumstances about the event on CPOMs. Parents of the pupil will be informed and the written record retained by the school with that pupils school records on CPOMs. This provides the means whereby the school SLT can review the effectiveness of this policy.

Staff of the school should follow the latest DfE guidance: “Searching, screening and confiscation- Advice for headteachers, school staff and governing bodies”.