



**Keystone Academy Trust**

**Bourne Westfield Primary Academy**

**BEHAVIOUR and RELATIONSHIP POLICY**

**ADOPTED: September 2022**

**REVIEW: September 2023**

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

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

### **Bullying and Child on Child Abuse**

**Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Child on child abuse is when a child is intentionally harmed by another child – it can be over a period of time but can also be a one-off action.**

**Bullying can include:**

Type of bullying	Definition
Emotional Being unfriendly, excluding, tormenting	Physical Hitting, kicking, pushing, taking another's belongings, any use
of violence	Racial Racial taunts, graffiti, gestures
Sexual Explicit sexual remarks, display of sexual material, sexual	gestures, unwanted physical attention, comments about sexual
reputation or performance, or inappropriate touching	Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying Bullying that takes place online, such as through social	networking sites, messaging apps or gaming sites
Child on child abuse	

At Bourne Westfield Primary Academy we recognise the importance of dealing with instances of bullying as swiftly as possible. We aim to do this within the framework of our relationships policy. Details of our school's approach to preventing and addressing bullying and child on child abuse are set out in our anti-bullying policy.

- ☐ 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.
- ☐ We believe positive relationships and the effective management of behaviour is crucial to the smooth running of the school if there is to be effective teaching and learning and if a child is to work to his/her full potential and that this is **everyone's** responsibility to instil within the children.
- ☐ We have high expectations for behaviour and manners at the school.

### **Key Principles**

1. We believe everyone has the right:
  - ☐ to feel safe, healthy and happy;
  - ☐ to be treated with respect, dignity and equality;
  - ☐ to learn or to teach, or to do their job.

At Bourne Westfield Primary Academy, everyone has a responsibility to uphold these rights which means every member staff in the academy is charged with upholding high behavioural expectations for pupils regardless of class, key stage or need.

2. **Children will not be able to learn effectively, until they feel happy, safe and secure.** Our primary responsibility is to ensure children develop excellent relationships with adults and other children, so that the rights outlined above for all children and staff are upheld and all children have a sense of 'belonging' to the school community.
3. **We recognise that all behaviour is a form of communication.** Children always have a reason why they behave the way they do. Our responsibility is to listen, observe and use our professional expertise and wider network to try to understand their needs and difficulties and then help the child to overcome them over time.
4. **We recognise that all behaviour is learnt.** Behaviour can therefore be taught. Behaviour is an area of learning for all children. Some children will excel in this area whilst others find this area inherently challenging due to environmental or individual additional needs.
5. As a school community, we are responsible for **supporting** all children who find good behaviour challenging and **teaching** all children the values of politeness, good manners and good behaviour.
6. We will ensure good behaviour and manners are instilled and encouraged through **positive approaches and relationships** by all staff and visitors to the school.
7. **Having a positive relationship with children will be the largest deterrent to unwanted behaviour,** and managing unwanted behaviour using that relationship will have the largest impact on reducing unwanted behaviour in the future.

### **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 Relationships policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. The designated safeguarding governor also reviews the behaviour log termly and works with the designated safeguarding lead to complete the school safeguarding audit.

### **The Headteacher**

The headteacher is responsible for reviewing this Relationships policy in conjunction with the governing body. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will work in conjunction with the behaviour team.

### **The Behaviour Team**

The behaviour team will review logs of behaviour weekly and monitor the escalation process. They will support staff to implement and follow the Behaviour and Relationships Policy.

### **Staff**

All staff working at Bourne Westfield have responsibility to:

- Engage in the induction process to ensure that they fully understand and are able to implement the Behaviour and Relationship Policy
- Engage in training to further understand behaviour
- To display the agreed behaviour expectations in the classroom
- To promote self-esteem in all pupils
- To develop resilience in all pupils
- To develop a positive climate for learning in a well-planned and engaging learning environment.
- To deliver lessons that are well-prepared and take into account the range of abilities and individual needs of pupils.
- To praise expected behaviours.
- To identify the skill that requires developing rather than acting on the resulting behaviour.
- To record logs of behaviour incidents, both positive and negative, recording these in a timely manner
- Teachers will share these logs of behaviour with parents as appropriate and during parent consultation evenings

## Expectations

Our expectations are outlined in our core values and our Westy Way:

### **Core Values**

<b>CORE Values</b>	
<b>Commitment</b>	<ul style="list-style-type: none"><li>• shows loyalty to friends, colleagues and the school</li><li>• is willing to support and show care for those who need help</li><li>• is willing to work to the highest level</li><li>• keeps the school rules</li></ul>
<b>Opportunity</b>	<ul style="list-style-type: none"><li>• develops confidence through participation</li><li>• volunteers in a variety of school situations</li><li>• considers their own strengths and</li><li>• sets personal goals for improvement</li><li>• pursues individual interests in a manner which broadens horizons</li></ul>
<b>Respect</b>	<ul style="list-style-type: none"><li>• values all members of the school community</li><li>• displays good manners at all times</li><li>• displays tolerance of others with different points of view and beliefs</li><li>• shows respect for the school buildings, facilities and surrounding environment</li></ul>
<b>Excellence</b>	<ul style="list-style-type: none"><li>• is proud of personal achievement</li><li>• produces work of the highest quality</li><li>• sets high standards and personal goals for improvement</li><li>• makes best use of talents, time and resources</li></ul>

### Westy Way:

<b>W</b>	We are brave.
<b>E</b>	Everyday we try our best.
<b>S</b>	Stick at it! We are resilient
<b>T</b>	Trust us - we are caring and respectful.
<b>Y</b>	Yes! We are a team.



- Class Rules are also generated at the beginning of each year, following class discussion and agreement. They require re-visiting once a term and whenever expectations need to be reiterated to the class, groups or individuals
- Pupils commit to a Home/School agreement (in Learning Journals) which outline their commitment to how they behave and their attitudes to one another, the school community, family, the wider commitment and the environment.
- All pupils take part in a termly assembly to re-induct them into behaviour systems, rules and routines.

## School Stage 1 Positive Reinforcement

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

- Embed routines and have high expectation for behaviour and conduct e.g. Whole school approach to classroom transitions and movement around the school. ( Using RWinc signals for moving and stopping).
- Westy Postcards – sent home
- Westy Points – based on The Westy Way (end of year Westy badges)
- Star of the Week certificate - name in the 'Westfield' weekly newsletter
- Placing value on achievements e.g. work shown to another class,
- Golden Book - Headteacher Award
- Trophies and Special Awards e.g. sports, attendance
- Part of Celebration Assembly
- Special responsibilities e.g. school council/ being a monitor / house captain etc.
- Child, group or class chosen as a role model
- Moving along the behaviour scale to reinforce positive behaviour

- 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 thumbs up

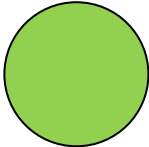
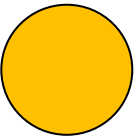
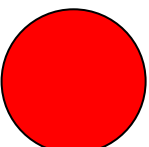
### **Behaviour Support & Intervention**

The academy uses a behaviour scale using red, amber and green. The whole school graduated approach for teaching and support intervention levels is outlined below:

#### **General behaviour that may deviate from the Westy Way.**

In the first instance, class teachers and supporting adults are accountable for managing the behaviour of pupils within their care. These responsibilities include:

- Praising pupils.
- Setting and modelling high expectations
- Recording behaviour entries (CPOMS).
- Making regular contact with parents to celebrate positive behaviour and communicate behaviour that falls short of school expectations.

<b>Classroom</b>	<b>Playground</b>	<b>Scale</b>
<b>Follow the Westy Way</b>		
Be a happy, healthy part of your class team, your house and the rest of the school by following the Westy way and your class rules, and remember to be polite, well-mannered and well behaved.	Be a happy, healthy part of your class team, your house and the rest of the school by following the Westy Way and Fair Play Rules when playing outside with others, and remembering to be polite, well-mannered and well behaved	<b>Being Brilliant!</b> 
<b>Reminder About Doing the Right Thing</b>		
Adults will help you to do the right thing for you and your team by giving you a reminder about how to behave well. You need to now make the right choice and get back to being brilliant!	Adults will help you to do the right thing for you and your team by giving you a quiet reminder about the Fair Play Rules and anything you have agreed with your teacher. You need to now make the right choice and get back to being brilliant!	<b>Reminder</b>
<b>Moving Somewhere Else to Help Everyone Carry on Learning / Calming Down Time</b>		
If the behaviour continues or you are not following your agreed plan, you will need to work somewhere else in the classroom, so you can focus on your work and not disturb the learning for others.	If the behaviour continues you will need some time out for 5 minutes to calm down before restoring with the adults/children involved. An adult will listen carefully to you and other children to work out what is best.	<b>Moved Short Calm Down Time and Apology</b>
<b>Amber</b>		
If you continue to not follow the Westy Way, you will go onto an Amber. This means you may need to spend your break-time thinking about what has happened and how to make sure it is better next time. An adult will help you with this.	If the behaviour continues, you will go onto an Amber. This means you may need to spend your break-time thinking about what has happened and how to make sure it is better next time. An adult will help you with this.	<b>Time to Think at Break Time</b> 
<b>Red</b>		
If the behaviour continues, you must go to another classroom to work and have some time to think about how to restore. Your parents will be told, and your behaviour and actions taken will be recorded. You will also need to spend lunchtime or break time thinking about what has happened and how to make sure it is better next time. An adult will help you with this.	If the behaviour continues, you must go to a designated area and have some time to think about how to restore. Your parents will be told, and your behaviour will be recorded. You will also need to spend lunchtime or break time thinking about what has happened and how to make sure it is better next time. An adult will help you with this.	<b>Time to Think at Break &amp; Lunch</b> 

- Implementing tailored strategies with support from other staff members including the SENCo and Senior Leadership Team.
- Raising concerns where pupils' behaviour impacts on the learning or safety of others.

While pupils are expected to follow the Westy Way, low level disruption such as: talking out of turn; not engaging or responding to instruction; unsafe behaviour would first be given a verbal or non-verbal warning.

1. If the behaviour continued, a second verbal warning would be given explaining the undesired behaviour and redirecting the pupil to follow class and school expectations.
2. In the event that the behaviour persists, a CPOMS entry detailing the behaviour is recorded and the pupil may be relocated e.g. to another classroom. Parental contact will be then be made.
3. Where no change in behaviour occurs, further support will be explored and implemented (see Tailored Response).

### **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 un-met need.

Use of “Who”, “What”, “Where”, “When” and “How” questions rather than Why.

### **A Tailored Response**

Should a pupil's behaviour become a concern due to frequency or severity, the school's behaviour team will review the processes in place with the class teacher and determine next steps. This may include:

#### **School Stage 2**

- Class teacher to manage behaviour initially with individual behaviour chart/strip- filled in daily with specific target related to behaviour need. Completion of Boxall profile may follow.

#### **School Stage 3**

- Referral to Pastoral team or SEND team.
- Further meeting with parents- class teacher and or behaviour/ pastoral team member.
- Complete EHA/TAC if appropriate
- Individual behaviour plan written.

#### **School Stage 4**

- Pastoral Support Plan (PSP) process implemented.
- Referral to outside agencies, which may include; BOSS, Educational Psychologist, Community Paediatrician etc

#### **School Stage 5**

- Internal exclusion\*
- Timetable reduction

If a pupil's negative behaviour continues and reaches a point whereby it endangers others or has a detrimental affect on learning, a Fixed Term exclusion may be issued.

For pupils at risk of permanent exclusion, refer to Part One of the Lincolnshire Ladder, Steps 1 to 5 for Persistent Misconduct, or Part Two of the Lincolnshire Ladder for a 'serious breach' of the Behaviour Management & Exclusions Policy.

\*Decision made by senior leader in consultation with the Headteacher.



### **Lincolnshire Ladder Step One For Dealing With Persistent Misconduct**

The Lincolnshire Ladder of Behaviour Intervention ('the Ladder') is underpinned by current statutory guidance on **permanent exclusion** to which schools must adhere.

- Refer to Head teacher (HT), Behaviour team (BT) or Special Educational needs Coordinator (SENCo) to screen for underlying unmet needs.
- Consider use of Special Educational Needs Plan.
- Consider use of multiagency assessment for pupils who demonstrate **persistent disruptive behaviour**, (considering pupil welfare needs, mental health and/or family capacity/environmental factors) – Early Help Assessment (EHA) and possible Team Around The Child (TAC).
- Consider use of Lincolnshire County Council Pastoral Support Plan (PSP) to agree a package in partnership with pupils and family.



### **Lincolnshire Ladder Step Two: BOSS (or other specialist) Involvement**

Refer to Behaviour Outreach Support Service (BOSS), and other specialist involvement that would benefit the child that may not already be involved, (e.g. Working Together Team (WTT), Educational Psychologist (EP), medical involvement).



### **Lincolnshire Ladder Step Three: Alternative Provision**

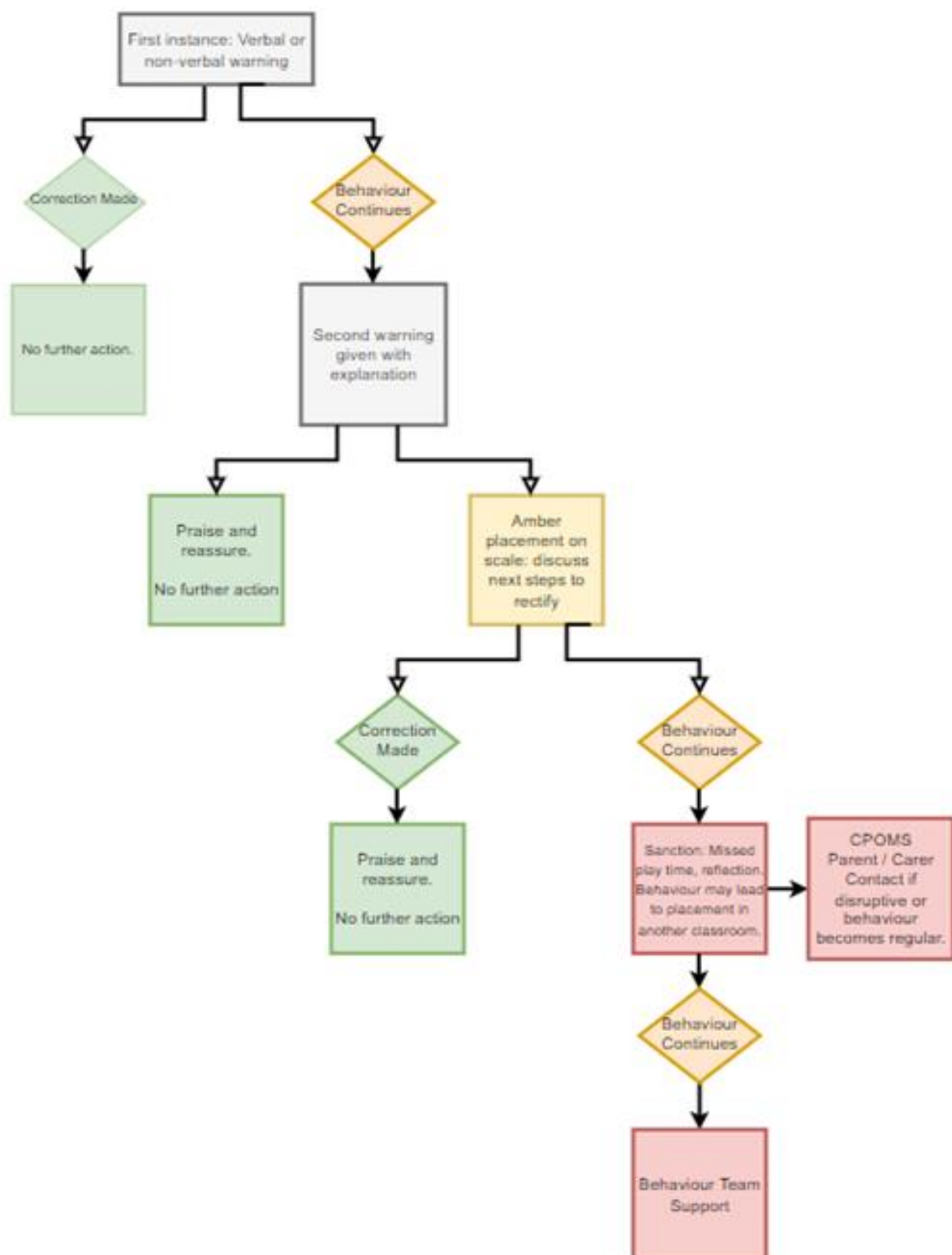
Emergency strategy meeting with senior leaders at the school

A decision to exclude a pupil permanently should only be taken:

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

## Appendix 1

### Flow Diagram for Staff





## **Appendix 2**

### **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 3**

### **Use of Reasonable Force and Restraint**

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. Parents of the pupil will be informed and the written record retained by the school with that pupils school records. 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".