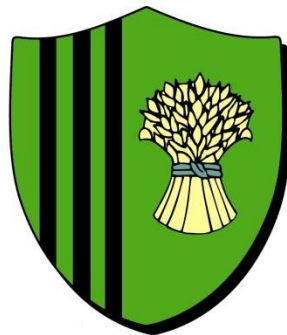


# Bourne Westfield Primary Academy



## Behaviour Policy

Updated August 2016		
Updated August 2017		
Updated May 2020 (COVID 19 Annex)		

# Bourne Westfield Primary Academy

## Behaviour Policy 2020

This policy will work in conjunction with the academy anti bullying policy.

- The aim of this policy is to establish a consistent approach to the management of the behaviour of pupils in and around the academy and to promote in the pupils themselves an intrinsic and positive attitude towards good behaviour and manners both in and out of school.
- We believe the effective management of behaviour is crucial to the smooth running of the academy 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 academy.
- At Bourne Westfield Primary Academy, discipline is recognised to be a collective responsibility between children, staff, parents, governing body and other agencies involved with school.

### Key Principles

1. We believe everyone has the right to:

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

At Bourne Westfield, everyone has a responsibility to uphold these rights.

2. **We recognise that all behaviour is learnt** from life experiences. Therefore behaviour can 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, genetic or medical reasons.
3. 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.
4. We will ensure good behaviour and manners are instilled and encouraged through **positive approaches** by all staff and visitors to the academy.
5. Using positive methods of discipline and motivation for good behaviour we will teach a large majority of children at the academy that good behaviour and manners are desirable and conducive to a productive learning environment. There will at times be a minority of children who require assertive discipline and sanctioning to modify their behaviour.
6. Only when positive methods have been exhausted will it be necessary to use assertive discipline and sanctioning.
7. A whole academy approach to the types of positive systems in place, and the structure of assertive discipline is paramount in ensuring consistency of approach by all adults in academy and for all children. This in turn will act to reinforce the expectations for all children and increase good behaviour and manners.

## **Expectations**

The expected learning behaviours are known as the **Westy Way**:

- **We** are brave.
- Every day we try our best.
- **Stick** at it! We are resilient.
- **Trust** us - we are caring.
- **Yes!** We are a team!

Our expectations are outlined in our **Core values**:

- Care
- Enjoyment
- Enthusiasm
- Family
- Integrity
- Professionalism

\*The **Code of Conduct Mascot** should be in place in all classes in the school.

\*Our expectations include the **school rules**:

- We follow instructions first time
- We walk around school in silence
- We line up in register order in silence
- We keep our cloakrooms tidy
- We change for P.E. in silence in 4 minutes or less

## **Behaviour Support & Intervention**

- The whole academy system for teaching and support intervention levels is outlined below:

### **1. Positive Reinforcement Strategies**

#### **Personal/Phase/Whole School Rewards:**

Written praise e.g. a positive comment on work, report,  
Verbal praise e.g. to the child, parent, another adult in school  
Peer group praise e.g. a clap, praise action etc.  
Smiles, thumbs up and Stickers  
Westy points, certificates for academic and non-academic achievement  
Placing value on achievements e.g. work shown to another class, name in  
Headteacher award book or stickers for caring for a peer of the school environment  
Trophies and Special Awards e.g. attendance  
Name in the Westfield Weekly or part of Celebration Assembly  
Special responsibilities e.g. being a monitor / prefect / pupil teacher / etc  
Child, group or class, singled out as a role model  
Weekly award of star pupil of the week.  
Westy Postcards



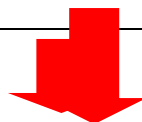
### **2. Assertive Discipline Procedures**

- Clear 1<sup>st</sup> warning
- Move name peg from Green To Amber (Details below)
- Move name peg to Red (Details below - some behaviour will result in immediate red)



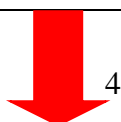
### **3. Behaviour Conference**

Referral to LT/SLT  
Parents, teacher, teaching assistants, FLA and child to meet with member of LT/SLT  
Discuss behaviour in the academy – explicit examples, frequency, severity  
Discuss behaviours at home as above  
Discuss intervention so far and impact if any  
Discuss causes (if identified) and any support required  
Ensure the child's voice is considered in all target setting  
Produce Pastoral Support Programme through an EHA as unified home/school system  
Conference Review and re-action at least once every half term



### **4. Referral To Single Agency or Multi-Agency Support - TAC**

Referral through completion of EHA by CT, SENDCo or FLA  
Lead to advise local area TAC team and consider BOSS involvement  
Recommendations & targets set and carried out through conferences and LT/FLA meetings  
Implement targets and actions generated by TAC group  
Monitor interventions and strategies being used in class at least once every 8 weeks.



## **5. Seclusion / Exclusion**

Meetings with SLT to discuss next steps – parents discussion through conferences where applicable  
Seclusion within the academy  
Exclusion temporary  
Managed move to more specialist location  
Exclusion fixed

### **Assertive Discipline Procedures**

Teachers and paid staff can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction staff can impose the **hierarchy of sanctions on that pupil**. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Movement from **Green** to **AMBER Warning** will result if behaviour:

- disrupts the learning of others or the individual themselves.
- is at variance with our stated expectations detailed above.

Depending on the nature of the behaviour, the following sanctions can apply to Amber Warning:

- A verbal or written apology, repetition of an unsatisfactory task (following an appropriate calm down period if required)
- Withdrawal of privilege relative to misbehaviour
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Child to sit by teacher
- Time out e.g. outside area under supervision, another group, another class
- Child to assist in rectifying the problem they have caused
- Child sent to another appropriate adult to explain their misbehaviour.

The following behaviour is considered to be unacceptable and subject to **zero tolerance** as outlined in the **RED** section of the hierarchy sanctions:

- Bullying - individual or group; verbal or physical abuse; taunting; threatening/intimidating mimicking (including Cyber/social media bullying)
- Verbal or physical aggression towards pupils and adults
- Swearing
- Deliberate Rudeness
- Stealing
- Drugs/cigarettes/alcohol/offensive weapon related incidents (a weapon can be any object used which can cause harm to an individual)
- Bringing the school into disrepute as a result of serious incidents out of school

Depending on the seriousness of the behaviour the following actions can be taken but, in all instances where Red is given, the parents will be informed:

- Playtime detention may be given for a serious 'RED / Zero Tolerance' offence or if a child continues the behaviour that resulted in an Amber.
- Referral to Senior Management/Head teacher
- Parents informed and involved in the behaviour management process
- Use of a progress home/school book (SLT member involved)

### **Bourne Westfield Academy is committed to promoting self esteem**

The Academy also aims to improve behaviour by promoting positive self-esteem. This will be achieved by:

- Adults taking time to be curious and always listen to children
- Celebrating all successes, in and out of school
- Giving children responsibilities
- Valuing children's contributions and ideas
- Praising at every opportunity to a wide range of audiences, including use of 'Westy Postcard', Westfield Weekly, etc.
- Respecting children as individuals and personalities
- Nurturing children's character development (within curriculum and extra-curriculum)

### **Classroom Expectations**

Class rules will be discussed at the beginning of the year. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

Classes should also have the **GREEN** expectations displayed with the Code of Conduct Mascot. These should be revisited regularly at school level (usually collective worship), class level and with individuals.

### **Guidelines for positive behaviour management:**

1. Establish a fair, reciprocal relationship with the pupils in your care.
2. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'. Praise children for working hard as opposed to being intelligent.
3. Where possible, identify when behaviour problems are likely to arise and use strategies to modify pupil's behaviour and support their success.
4. Know the Academy's expectations and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
5. Know what sanctions you can use, but try to avoid using them, or delay them - especially as attunement and validation of emotions may defuse the immediate situation.
6. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
7. Avoid telling a pupil off in public and do not shame pupils
8. Avoid the use of sanctions where support strategies will suffice.
9. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

# Annex A: Behaviour principles - COVID-19

Behaviour principles, which must be followed by all pupils at Bourne Westfield Primary Academy:

- Altered routines for arrival or departure must be followed - children **must** only enter school via the external door leading directly to their classroom/learning space.
- Children **MUST** wash their hands on entry to the building, before eating, after being outside and before, after using the toilet and after a new activity if equipment is involved.
- Pupils can only socialize with peers in their 'bubble' - they must maintain a 2m distance from their peers and staff.
- Pupils must only use the corridors to go to the toilet.
- Pupils must use the red toilet signs.
- Pupils can use any toilet but must not enter if a red sign is on the door.
- Pupils must follow the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Pupils must tell an adult if you are experiencing symptoms of coronavirus
- Pupils must not share any equipment or other items including drinking bottles
- Pupils must play in their designated area
- Pupils must not coughing or spitting at or towards any other person
- Pupils must not make physical contact with other pupils or staff. This include positive and negative touching.

Identify any reasonable adjustments that need to be made for students with more challenging behaviour