



Westbrook Old Hall
PRIMARY SCHOOL



Westbrook Old Hall Primary School

Positive Behaviour Policy

Policy date: Summer 2024

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STATEMENT OF INTENT

Westbrook Old Hall believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

At Westbrook Old Hall Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her potential regardless of race, colour, gender, disability, special educational needs or socio-economic background. We aim to promote a positive and caring environment in which pupils and staff feel welcome, valued and secure.

We recognise that understanding our emotions is a key aspect of understanding and supporting behaviour. We help our children to understand their emotional health and wellbeing, which in turn, supports the children in understanding how our behaviour can be impacted by our emotions and will therefore enable them to make positive improvements to their own behaviour.

We strongly believe that supporting the behaviour of our pupils is established by developing good relationships. We wish to create a community within our school where pupils are tolerant, considerate and courteous towards others. Relationships contribute to our sense of belonging as well as our emotional wellbeing.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Behaviour Support Plan

Roles and Responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender assignment, gender identity, 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.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SLT will be responsible for:

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

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this 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.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

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

Teaching staff will be responsible for:

- Adhering to this behaviour policy and in particular Restorative Practice, the Steps in Behaviour and the rewards and sanctions set out in this policy, whilst also applying it fairly and consistently.
- Aiming to teach all pupils the full curriculum, whatever their 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 behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff and volunteers will be responsible for:

- Adhering to this behaviour policy and in particular Restorative Practice, the Steps in Behaviour and the rewards and sanctions set out in this policy, whilst also applying it fairly and consistently.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of any signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Keeping SLT up-to-date with any changes in behaviour.

Parents and Carers will be responsible for:

- Working in partnership with the school to support the behaviour and wellbeing of their child.
- To accept and support the school values and expectations.
- To ensure that school is informed of any events or circumstances that may affect their child.
- To be tolerant of other children by understanding that each child is unique.

Pupils will be responsible for:

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

Definitions

For the purposes of this policy, the school will define “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. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **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 personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

School Values and School Rules

We have high expectations of all pupils at all times, this includes occasions when pupils are representing the school officially, such as on a school visit, or unofficially, when out in the community and before and after school. We empower our pupils to become confident, independent, resilient lifelong learners, who show personal qualities of friendship, kindness and respect.

All staff encourage them to embrace and celebrate individuality, make a positive difference to their own lives and to the lives of others.

Our school is at the hub of the local community; we truly believe in our school values:

Shine: enabling us to be the best that we can be

Growth: support and nurture to achieve our goals, today, tomorrow and in the future

Together: in partnership we unite at school, at home and in the community

Kindness: we encourage love, respect and compassion for all.

MISSION

‘Together we grow; with kindness we shine.’

VISION

Our vision is to

- motivate our children to become confident, resilient and successful learners who are fully prepared for life.
- make learning exciting and inspiring; children are challenged to be the best they can be.
- work collaboratively with our parents and the local community ensuring our children achieve the best possible outcomes.

HIGH PERFORMANCE LEARNING

At Westbrook Old Hall we are a High Performance Learning School.

We believe that every child can succeed, no matter what their starting point. Some pupils may take longer to achieve their goals, but all will achieve high performance. Teaching the pupils the skills they need to develop positive learning behaviours will elevate their chances of attaining lifelong success and enable them to become determined, ambitious and reflective learners.

The values, attitudes and attributes we teach our pupils, such as being open-minded, collaborative and resilient, enables the pupils at Westbrook to become confident and enquiring learners; pupils who develop positive attitudes to their behaviour and fully understand the importance of demonstrating positive behaviours that will open their lives up to success.

Our School Rules

READY, RESPECT, SAFE

The school rules are shared with the children regularly throughout the year and at the beginning of every term in assemblies.

Ready for learning

Respect for all

Safe in all we do and how we behave

The pupils are expected to adhere to these rules at all times when at school and in all areas of the school.

Pupil Rights Charter

The children agree to these rules annually by signing a 'Pupil Rights Charter', which is displayed in their classroom.

EY and KS1 Rights Charter:

I will be **READY** to learn. I will **RESPECT** others. I will make sure I am **SAFE** and that others are too.

- ✪ I have the right to learn.
- ✪ I have the right to be safe and happy.
- ✪ I have the right to be happy with myself and to be different.
- ✪ I have the right for people to respect my friends and family.
- ✪ I have the right to be myself.

I am a very special person. We are all equal at Westbrook Old Hall Primary School.

KS2 Rights Charter:

I will be **READY** to learn. I will **RESPECT** others. I will make sure I am **SAFE** and that others are too.

- ✪ I have the right to learn. If someone is stopping me from learning, I have the right to tell an adult. This is a sensible action for me to take.
- ✪ I have the right to be safe and happy. I have the right to be free from bullying. I can ignore the behaviour of others, walk away and tell an adult in school who will help me. This is a sensible action for me to take.
- ✪ I have the right to be happy with myself and to be different. I have the right to have a different appearance than others. I am allowed to have my own ideas and beliefs, as a unique individual. If someone disagrees with my beliefs, appearance or views, I have the right to tell an adult. I should feel proud of who I am. This is a sensible action for me to take.
- ✪ I have the right for people to respect my friends and family. If anyone speaks to me or touches me in a way that makes me feel uncomfortable, I have the right to speak to an adult who will always help me. This is a sensible action for me to take.
- ✪ I have the right to be myself.

I am a very special person. We are all equal at Westbrook Old Hall Primary School.

The Restorative Approach

At Westbrook Old Hall Primary School, we embrace Restorative Practice as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We have high expectations of all of our pupils. It is the responsibility of all staff and pupils to uphold and maintain our school expectations. Through regular use of proactive restorative circles, we build close class communities where all children feel valued, and they have a strong sense of belonging.

The Restorative Framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. We understand the importance of modelling positive language, behaviour and taking the time to develop positive and meaningful relationships.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all those involved a chance to have their say and feel heard. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask why something has happened, but to determine what has led up to an issue occurring and resolve it in a positive way. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

Here are examples of the questions that form a restorative conversation:

1. What has happened?

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

2. How did you feel when it happened?

What each person was thinking and feeling at the time, before and since.

3. Who has been affected or harmed?

Consider all who have been affected and how.

4. How can we put things right?

What those affected need to do to feel better, to move on, to repair harm and to rebuild relationships. How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

5. What choice can we make in the future?

What can be done differently moving forwards?

6. How do you feel now?

How to end the restorative conversation in a positive manner.

Managing Behaviour

School Expectations

The following expectations are shared with the pupils and staff on a regular basis, in the classroom and via assemblies:

- Assemblies
- Walking around school
- Playtime – how children are sent out of class/during play/lining up and returning to class
- In the classroom (Teddy Ready)
- Lunchtime – in the dinner hall
- (In groups, teachers to list what they think should be the expectations for each of the above. Then feedback and agree as whole staff)
- Dress/uniform
- Use of adult voice

Classroom Environment

At Westbrook Old Hall we believe that the classroom environment has a strong impact on classroom behaviour and we therefore aim to create classrooms which promote calm and are well organised. In every classroom the following will be found:

- Backing paper will be white, cream, hessian or light brown, which a black border.
- Work will not be hung from the ceilings.
- Work will be put on the display boards, with every little else being put on the walls, so that the displays are clutter-free.
- There will be a visual timetable which the members of staff will update every day.
- There will be an attractive reading area.
- There will be a maths resource area.
- All classrooms will be tidy and clutter-free and all resources will be clearly labelled and accessible to the pupils.
- All relevant resources will be ready for the pupils to use during lessons.

Emotion Coaching

The staff at Westbrook have been trained in how to use Emotion Coaching, which enables staff to deal appropriately and effectively with negative behaviours:

- Step 1: Recognising the child's feelings and empathising with them. To do this, we must step into the child's shoes, to try to understand why they are behaving in such a way and what the triggers are.

Recognising the child's feelings and empathising with them



STOP - don't act or react straight away. How is the child's behaviour making me feel?



THINK - what is going on for the child right now? What feeling might lay underneath the behaviour I'm seeing?



ATTUNE - yourself with that feeling by putting yourself in the child's shoes and maybe



REFLECT - What would be an equivalent situation for you that could cause you to feel that way?

- Step 2: Validate the child's feelings.
- Step 3: Set limits on behaviour (if needed)
- Step 4: Problem-solve with the child

Children with Challenging Behaviours

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the need of the pupil. Whilst the majority of pupils follow the strategies and rules outlined in the Behaviour Policy, a small minority will require extra support and guidance.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and to create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction a pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement, where appropriate, include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for too long.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition.
- Training for staff in understanding autism and other conditions.

De-escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Ignoring insults directed at a member of staff.
- Providing adequate personal space and not blocking a pupils' escape route.
- Showing open, accepting body language.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering two choices, using open hands to demonstrate the two choices.
- Offering the pupil a face-saving route out of confrontation. E.g. if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests so that positive language is used. E.g. If you return to your seat, I can help you with your work.

Physical Intervention

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order, safety and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

All instances of physical restraint will be recorded and stored on CPOMs under 'behaviour'.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the Classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be removed to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by a trained member of staff.

The school will only remove pupils from the classroom when necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. In exceptional circumstances, this could be for more than one school day, but staff will, on the whole, adhere to the guidelines set out in the Behaviour Steps. The school will ensure that the pupil is not removed from the classroom for any longer than is necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will expect that the pupil's class teacher sets them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between school, pupil and their parents and other agencies, if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Rewards

Developing a positive and friendly ethos with rewards

At Westbrook Old Hall Primary School, a positive approach is taken to promote our high expectations in attitude, behaviour and discipline. The emphasis is placed on the reinforcement of appropriate behaviour through frequent use of praise and rewards. Praise for good behaviour can often bring the desired effect rather than a sanction for poor behaviour. **All members of staff** consistently apply the rewards system throughout the school.

🌟 House Points

The children are split into four different houses. Children are placed in the same house as their siblings. House points are given out for the following reasons:

- Positive behaviour
- Good work
- Positive attitude
- Demonstrating the school values
- Demonstrating the VAAs
- Demonstrating the ACPs

Each house has a captain and a vice captain (pupils in Y6 only)

Each house has staff assigned to them.

Each class or year group will display the house points on a board outside the class or inside.

For each house point awarded, the child will receive a Westie sticker which will be added to the points board.

Teachers will record house points awarded in the Golden Book.

The points will be collected by the Captains and Vice-Captains each week and added to the main house points board in the main school corridor, close to the school hall.

At lunchtime, the MDAs will give out house point tokens to children demonstrating positive behaviours. The children will add the token to the boxes in the playground. At the end of lunch the captains and vice-captains will add the totals to the main displays.

At the end of the year, the winning house will receive an award.

🌟 Golden Apple

Each week every class chooses one pupil to receive the Golden Apple. The reason will be an example of caring and thoughtful acts for others. The Golden Apple will be given out at Celebration Assembly.

🌟 School values and VAAs

Every 2 or 3 weeks, the class teacher will choose one pupil who has demonstrated an understanding of the school values (shine, growth, kindness, together) and the High Performance Learning Value, Attitudes and Attributes. The award will be given out at Celebration Assembly

🌟 Golden Learner Award

Each week, the class teacher will choose one child to receive the award who has demonstrated an excellent attitude towards their learning; they may have produced a super piece of work or made good progress during the week. On winning the award, the Golden Learners in KS2 will be presented with a special gold lanyard that they can wear for that week. For children in EYFS and KS1, the children will be awarded with the Golden Westie toy for the week.

🌟 Attendance Award

Each week, the classes who have achieved 95% and above attendance will receive a point on the attendance chart. The winning classes in EYFS/KS1 and KS2 will receive an award.

Every time a class wins a point on the attendance board, each child's name will be entered into the raffle draw, which will be drawn at the end of each term. One child from EYFS/KS1 and one child from KS2 will win a £15 voucher.

🌟 Music Badges

These are given out during all assemblies for demonstrating a great attitude towards singing.

🏆 Sports Certificates

These are given out to children who have participated in or won any sports events the school has entered.

🏆 Headteacher's Tea Party

At the end of each term, one child is chosen by the class teacher who has made great progress in their learning.

Other incentives:

Celebration Assembly

Every Friday, children meet as a whole school where their hard work, achievements and good behaviour are celebrated. Parents are invited, in advance, to see their child receive the award.

Teddy Ready

Every class has been prepared to be Teddy Ready, which means that they need to work in a calm and quiet environment, which is always tidy. This also means that if the school therapy dog (Teddy) were to enter the classroom then the class would be ready to welcome him in.

Teddy Time

A number of pupils are timetabled to have 5 to 10 minutes with Teddy, the Therapy Dog, three times a week, which helps with the pupils' wellbeing. If pupils are in a heightened state or feel low, they will also be invited to spend a short time with Teddy, to either calm their mood or to raise it.

Teddy Monitors

Every term, the pupils in KS2 are invited to apply for the job of Teddy monitors. If interested, the children are required to complete an application stating why they would be the best person for the job. The tasks of the monitor include, changing his water, preparing the dog for his outdoor duty and teaching him tricks. They are required to undertake this task at the beginning and end of every school day that Teddy is in school.

(* When pupils are with Teddy, they will always be accompanied by an adult. Pupils will NEVER be left alone with Teddy)

Nurture Time

Every Friday afternoon there are 20 minutes nurture time. All pupils will access this time and no-one will be excluded from nurture time.

During this time, the children will play board games, encouraging them to collaborate with their peers and learning to take turns. It is important that all staff present in the classroom will join in with the games, teaching the pupils how to play and demonstrating good learning and playing behaviours.

VAA stickers

Children are given stickers for demonstrating that they can use and understand the HPL Values, Attitudes and Attributes, such as practice, collaboration and enquiring. In KS2 the pupils are also encouraged to collect the stickers in a sticker book. If they demonstrate more than one VAA, the pupils have the opportunity to gain a 'rare' gold sticker.

Y5 and Y6 will have a sticker book where they can collect their VAA stickers and record the reasons for being awarded the sticker.

Every child who has gained a VAA sticker in one week, will have their name added to the VAA board outside the hall, celebrating their success for all to see.

Play Buddies

Working around the playground there is a group of 'Play Buddies' who mediate fair play and get involved in play activities with children who seek them out. They are always on the lookout for opportunities to support the play of younger children.

School Newsletter

Every Friday, the headteacher sends out the newsletter to parents, which celebrates pupil success. This includes the names of the children who have received the Golden Apple award, The Golden Learner award, the school values and VAA awards. Class attendance is also celebrated, as are the pupils who have received the sticker for the current VAA.

Sanctions

The following are the **Behaviour Steps** we follow at Westbrook Old Hall.

The steps are shared with the pupils regularly, but especially at the beginning of every term. The steps are also displayed in every classroom.

Step 1	The adult uses praise, a gesture or a look to restore positive behaviour.
Step 2	The adult gives a reminder of the desired behaviour and will alert the child of the actions if the positive behaviour is not resumed.
Step 3	The child will be relocated to a separate space, in the classroom, for a short time. There will need to be a period of 5-minutes reflection time at break time. This will be communicated to parents before the end of the school day.
Step 4	The child will be relocated to another classroom to complete an independent task for 10 minutes. There will need to be a period of 10-minutes reflection time at break time. This will be communicated to parents before the end of the school day.
Step 5	There will need to be a period of 15-minutes reflection time at break time, which will be spent with the Phase Leader. Parents/carers will be called to discuss behaviour and to agree on the ways forward.
Step 6	Intervention from the Deputy Headteacher. A support plan is created and agreed to help the child to improve their behaviour. The support plan and targets will be reviewed with the child and parents initially weekly, reducing to every other week until the plan is no longer needed.
Step 7	The targets are not met, and the child has not followed the opportunities to re-engage and to be ready to learn. The Headteacher and the SLT will discuss the type of exclusion needed. Meeting with the parents/carers.

All incidents from step 3 onwards will be recorded on CPOMs under 'behaviour'.

Members of staff will have Widgit cards attached to their lanyards and will use these to signal to the pupils which stage they are at. For example, Step 3: 5 minutes reflection time in reading area.

Bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.” (DfE “Preventing and Tackling Bullying”, July 2017).
- Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Children are asked to consider ‘Is it just rude? Is it just mean? Is it happening all the time? Is it really bullying?’

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

[The model list below was created using the DfE's ['Searching, Screening and Confiscation'](#) guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.]

- Knives and 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils in Year 6 (and Year 5 in the summer term) will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

[The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- [E-cigarettes and vapes](#)
- [Lighters](#)
- [Aerosols](#)
- [Legal highs/psychoactive substances](#)
- [Energy drinks](#)
- [Mobile phones](#)

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Pupil Conduct Outside the School Gates

Teachers have the responsibility to sanction children for misbehaving outside of the school premises “to such an extent as is reasonable.” Teachers may need to discipline children for:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.
- Misuse of social media and gaming, when behaviours are seen to be harmful and hurtful towards others. Via the computing, PSHE and SMSC curriculum, pupils are taught about cyberbullying and appropriate behaviours to adopt when online. We encourage parents to supervise their child’s online presence and alert them to be aware of certain apps and websites. Please refer to the Online Safety Policy.

Exclusion – Permanent and Fixed-Term Guidance

Fixed-term exclusion/suspension – the headteacher or deputy head (in the head’s absence) may exclude a pupil from school in very exceptional circumstances.

Fixed-term exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of a fixed-term exclusion, the headteacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. This will include:

- The age and level of maturity of the pupil.
- The conduct record of the child.
- The response of the pupil to the investigation of the incident.
- Whether others have been hurt as a result of the pupil’s actions.

This list is illustrative and not exhaustive. Other factors any need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Child Protection or anti-bullying.

Permanent Exclusion – the headteacher may decide to permanently exclude a pupil following investigation:

- In relation to a serious breach of the school’s Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the educational welfare of other pupils or others in the school (DFE guidance)

The Chair of Governors and CEO will be informed of any form of exclusions (where possible, before the parents are informed.)

Allegations Against Staff

Any false allegation made against a member of staff (including supply staff), will be treated as a serious offence and may result in exclusion. The headteacher will also consider the pastoral needs of staff accused

of misconduct and will support a pupil who had made a malicious allegation in terms of safeguarding and mental health.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Peer on Peer Abuse

Please note that this is linked directly to our Safeguarding Policy and links to the list of behaviours that count as peer-on-peer abuse in paragraph 49 of Keeping Children Safe in Education (KCSIE) 2023. Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include, but is not limited to, bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing harm; sexting and initiating/hazing type violence and rituals.

All staff are trained to recognise that children are capable of abusing their peers and all incidents should be recorded appropriately on CPOMs, as peer-on-peer abuse, not just as a behaviour incident.

The school has a number of procedures in place to minimise the risk of peer-on-peer abuse and any allegations made by pupils, parents or carers are taken very seriously, will be investigated and dealt with accordingly. The risk assessment will inform whether the school needs to:

- Manage the incident internally.
- Refer to Early Help.
- Refer to Children's Social Care.
- Report to the Police.

Searching of Pupils

The headteacher and staff nominated by the headteacher are allowed to search pupils without their permission when they think the pupil has either a dangerous or illegal item(s) on their person or their personal belongings.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint.

Behaviour management will also form part of continuing professional development

Equal Opportunities

All learning opportunities within school; extra-curricular activities and behavioural strategies are applied equally to both girls and boys throughout the school, regardless of age, gender, race, sexual identity, nationality or ability.

The school is committed to equal opportunities and working to 'include' children who have either been withdrawn from or are in danger of being withdrawn from lessons and to work with them. Targeted children will continue with curriculum studies, but the emphasis of support will be to bring about a change in their behaviour so that they are able to operate more effectively in their normal lessons.

Parents and carers will be informed and invited to school to discuss behaviour.

Parents and Carers

The school works collaboratively with parents so that the pupils receive consistent messages about how to behave at home and at school. We explain the school rules and expectations, via newsletters and the school website and we expect the parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concerns about the way their child is treated, they should initially contact the class teacher. If the concerns remain, they should contact the headteacher. If the problem is still not resolved, the parents should contact the Chair of Governors. If the concerns continue to be unresolved, a formal grievance or appeal process can be implemented.

Monitoring Arrangements

This behaviour policy will be reviewed at a staff meeting at the start of every academic year. We feel that it is essential that all staff have the opportunity to review the effectiveness of the policy and the framework.

The policy will also be reviewed by the headteacher and governors every year. At each review, the policy will be approved by the governors.

Mrs Mary Lythall-Brennan

May 2024