



Westcliff Primary Academy

Behaviour and Relationships Policy

2025-2026

Ready, Respectful and Safe!

At Westcliff, we nurture, enthuse and enable our young citizens of the future to flourish. Our aim is to ensure that all of our children are ready for today, tomorrow and their future in the wider world.

Policy statement

At Westcliff Primary Academy, we are an inclusive and restorative Academy where all members of the school community are to feel happy, safe and secure. We acknowledge that the experiences provided for children in their primary years has a major impact on their future wellbeing and success. It is for this reason, we have made a whole school commitment to the teaching and development of their character traits, attributes and behaviours which underpin achievement and success; endeavouring to ensure that developing “character” goes hand in hand with high educational aspirations and achievement.

Delivering learning through a dynamic and knowledge-rich creative curriculum, we focus on teaching pupils to be their best selves, to take pride in their work and to be positive members of the school, and greater global communities. We nurture children who thrive on challenge, love learning, respect each other and have attributes that will ensure that they will be valued members of our society.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Pupils are expected to maintain the highest standards of personal conduct, to accept responsibility for their own behaviour and encourage others to do the same. Our behaviour curriculum guides staff to teach positive behaviour alongside self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour. We foster a partnership approach to managing poor conduct and provide dynamic interventions that support staff and learners.

We promote restorative and emotion coaching principles, which encourage the development of emotional regulation through supportive relationships. We foster these principles in the whole culture of our Academy. We believe conversations and praise are the most powerful forms of influencing a child’s behaviour and we are committed to creating an environment where positive behaviour is at the heart of productive learning.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviours at Westcliff. It is designed to enhance the development of positive relationships between children, adults, parents and other members of the wider school community.

The consistent implementation of our Behaviour Curriculum is everyone’s responsibility.

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We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our Core Beliefs

- Every child can be successful
- Positive, targeted praise is imperative to instilling positive behaviours
- Reinforcing good behaviours helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding and recognising every child as an individual, identifying and understanding individual needs and individual circumstances enables us to act in the best way possible for that child, at that moment

Aims

Through this policy we aim to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life
- Ensure that all learners are treated fairly, shown respect and to promote good relationships
- Help learners take control over their behaviour and be responsible for the consequences of their actions; through being taught self-discipline
- Build a community which values respect, kindness, care, good humour, good temper, obedience and empathy for others
- Promote community cohesion through improved relationships
- Ensure that excellent behaviour is an expectation for all
- Encourage a positive, calm and purposeful atmosphere where children can learn without limits

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- Teach strategies for children to solve conflicts respectfully.
- Teach specific co-operative and collaborative skills to enable children to work effectively individuals and as a member of a group.

- Ensure that agreed boundaries of acceptable behaviours are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviours

We want our policy to:

- Encourage, recognise and reward
- Create a safe learning environment
- Give clarity of expectation to staff and pupils
- Give a clear understanding of staff roles

Our Behaviour Curriculum

Through the effective implementation of our whole school behaviour curriculum, all staff will teach behaviour at all times during the school day, focusing on particular areas of the behaviour curriculum during lessons, assemblies and weekly circle times. Staff will refer to our school values and our co-operative learning behaviours to underpin our behaviour curriculum.

'Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. It is the beginning of safety, equity, dignity, curriculum, opportunity and learning...'

Tom Bennett

At Westcliff Primary Academy, we believe that effective behaviour management requires a shared understanding of expectations between pupils, staff and our families; as well as a consistent approach by adults who are relentless in establishing excellent behaviour.

Behaviour Curriculum Intent

"Teachers often have a plethora of techniques in their repertoires to manage misbehaviour and low-level disruption within their classroom. However, whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the

general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task."

Improving Behaviour in Schools, Education Endowment Foundation, 2001

At Westcliff Primary Academy we want our children to be effective learners. We want them to possess the interpersonal skills required to be confident, articulate, resilient, inquisitive, ambitious and motivated when they leave our school and move on to the next stages of their education.

To give them the personal tools to achieve this, alongside the academic curriculum, we also offer a Westcliff Behaviour Curriculum where children are explicitly taught the skills they need, and we expect, to ensure they are being their best selves.

To do this, we embed a number of taught routines which will create a whole school culture that reflects our values. We teach these routines for the following reasons...

- All children have different prior knowledge in terms of behaviour
- Routines that we embed support children to leave our school with our whole school values and a strong moral compass.
- Routines need to be explicitly explained, taught, practiced and revisited regularly and consistently for them to become norms and change habits.
- Promotes making good choices easy and the right decisions
- Ensures nothing is left to chance and all members of our school community know what is expected of them.

Our Behaviour Curriculum is predominantly delivered through:

- Weekly Assemblies which focus on our behaviour routines
- Behaviour Curriculum Lessons which supplement the assemblies
- Our 1 Decision based PSHE curriculum
- Consistency; all staff instructing children throughout the school day, praising adherence and challenging non-compliance using our whole school approach.

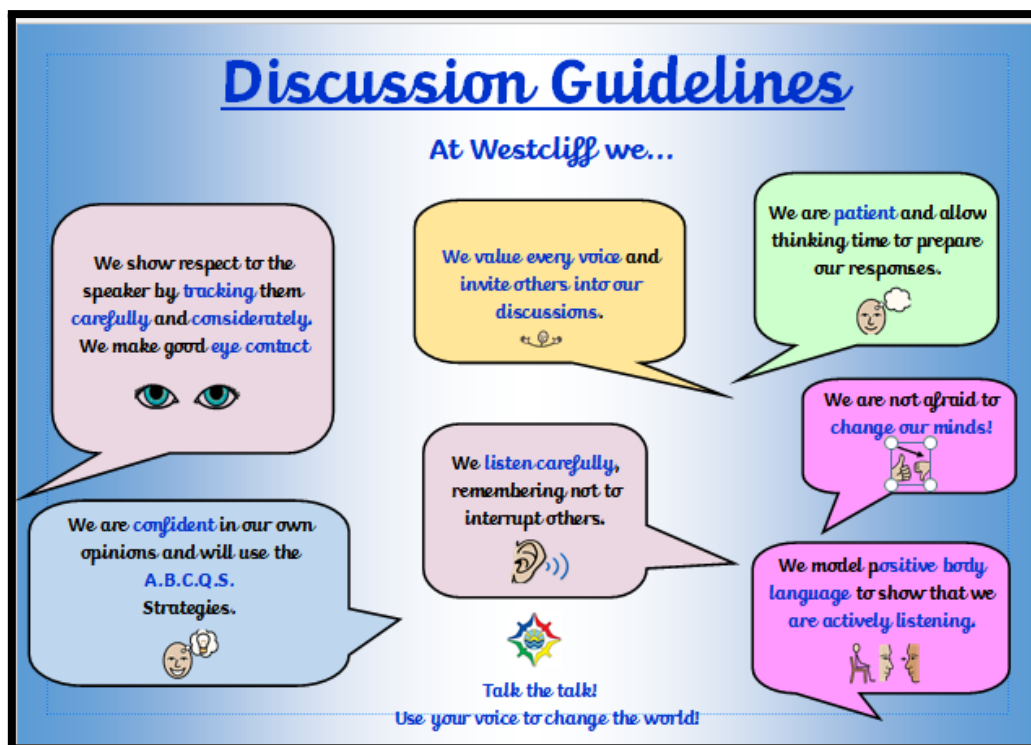


The way at Westcliff? How our behaviour looks, sounds and feels

What is it?	What does it look like?	What does it sound like?	What does it feel like?
Being Ready 	Active listening	Responding politely to others	Calming; the environment is calm and safe
	Being present in the conversation	Agreeing/disagreeing respectfully	Organised; being organised and ready to learn
	Being ready to listen and respond	Appropriate volume and tone	Confident; having the confidence to take part in any activity, any time or place Motivated; I am ready!
	Modelling our co-operative learning behaviours; positive body language; sitting, facing your partner, nodding, making eye contact.	That's a great idea! I agree/disagree Have you thought about?	Valued Useful Intelligent
	Showing integrity (doing the right thing when nobody else is watching)	This is the right thing to do! I am in the right place at the right time!	Mature A positive role model Setting an example to others
	Having excellent manners	Saying please and thank you You're welcome Good morning/Good afternoon How are you?	A sense of belonging Trust Content Safe Happiness
Being Respectful	Talk kindly and appropriately to all members of Westcliff Primary Academy.	How are you feeling today?	
	Holding doors open for others	You're welcome!	Appreciated

Being Safe		Helping and encouraging others		Would you like some help with that?		Appreciated Resilient Determined
		Creating and maintaining positive relationships		Sharing; would you like to have a go? Apologising; I am sorry Compromising; we could try it this way?		Accomplished
		Using the toilets properly and respectfully		Washing my hands Flushing the toilet		Clean and tidy
		Walking around school sensibly and quietly		Silent or indoor voices		Valued Comfortable Happy Loved Secure Mature Sensible
		Using equipment carefully		I know how to use this safely		
		Keeping our classroom and school environment tidy		I will put my equipment away and tidy my area		
		Using the internet safely		I know how to keep myself safe online and to tell an adult if I feel unsafe		
		Having kind and safe hands		I use my hands positively! They are for helping and creating greatness!		
		Having patience				

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Awards and Achievements

Each class has a Class Dojo account, on which children will be awarded points in recognition of their efforts and behaviour. To ensure consistency, all of the classes have the same awards, awarded for the same point value. These points are then collated and transferred to **House Points** once a week. Please see our Behaviour

Curriculum for a list of our rewards and restorations.

Award	Points
Amazing Achievement	2
Being Ready	1
Being Respectful	1
Being Safe	1
Golden Time	5
Home Learning	2
Helping Others	1
Sharing My Ideas	1
Teamwork	1

The Golden Bucket

At all times

Every time

In recognition of consistent positive behaviours, we have a weekly "Golden Time" session, to reward and acknowledge the children who consistently demonstrate exceptional behaviour, underpinned by our school values; these are exemplary pupils who always go over and above to excel in their attitudes and behaviours. The names of these children will be put into the class "Golden Bucket" throughout the week and announced on a Friday afternoon.

If a child has demonstrated behaviours which have led to sanctions throughout the week, they will attend a restorative behaviour workshop, led by a member of the SLT or behaviour team. This will give the child time to reflect on their behaviours and time to discuss strategies to implement so that the child can manage their behaviour in a positive way in the future.

Please see our behaviour curriculum for more information on our whole school rewards and reflections.

Restorative Practice

At Westcliff, we follow a restorative approach to addressing behaviours. Our restorative approach is a whole school culture with the following practical goals:

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- to reduce the likelihood of conflict and/or recurrence of conflict by taking a whole-school approach to meeting individual needs;
- to strengthen relationships by making time for open and honest conversations that need to be had.

We understand that children, families and staff give their best when their needs are met, when they feel safe and when they understand their relationships with others. As a trauma informed school, we understand the importance of allowing time to listen to the voice of individuals, staff and families. We listen and help to support clarifying their issues and needs, and empowering them to find their own solutions to what is concerning them.

We believe that by using a Restorative Approach we are giving children the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage children to think about how their behaviour affects others, both children and staff. It helps children to develop the values of respect, responsibility,

If a child in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation has been resolved fairly. If a child has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our children understand that the Restorative Approach allows ALL parties to have their right to be heard respected.

The five core beliefs of Restorative Practice are:

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

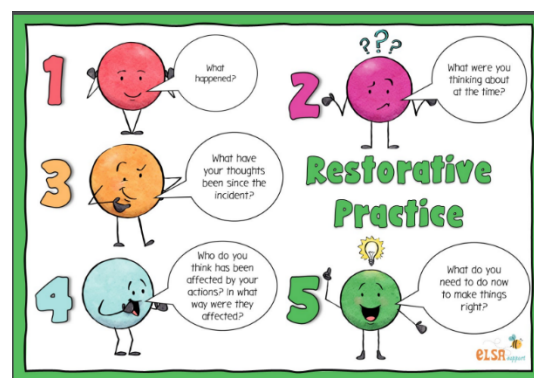
What are the five steps undertaken during a restorative enquiry?

1. Unique perspective - What has happened? Start from the beginning...
2. Thoughts and Feelings - What were/are you thinking? What were/are you feeling?
3. Impact – Who has been affected and how have they been affected? What has been the hardest thing for you?
4. Needs – What do you need in order to find closure/to move forward/for things to be better?
5. Next steps - What needs to happen now?

Restorative Practice promotes empathy, compassion and understanding and works to bring a sense of closure/repair to difficult situations. It is not always appropriate to bring people together and it should not be seen as inferior to work with people separately. If individuals are willing to come together, have sincere motives and don't feel it will cause more harm, a restorative meeting is something that can be considered.

The questions asked are:

1. What happened?
2. What were you thinking about at the time?
3. What have you thought about since the incident?
4. Who do you think has been affected by your actions?
5. In what way have they been affected?
6. What do you think you need to do to make things right?



Trauma Informed Schools

What does it take to develop healthy, happy, confident children who are ready and open to learning? Recent advances in neuroscience, attachment theory and child

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development have provided some of the answers to this question. The approach provides a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the approach equips us to work in a targeted way with children and young people who have or are struggling with difficult life events to help them re-engage with life and learning. If children have been emotionally thrown off track, either temporarily or over longer periods, Trauma Informed Schools (TIS) helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help. This ensures we help all children develop into well rounded, happy, confident and emotionally resilient young people. Our staff are trained in Trauma Informed practices.

Zones of Regulation

In order to support our children in being able to regulate their emotions and to understand and manage their own emotions, we use the Zones of Regulation.

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

We know that feelings are complicated and come in different sizes, intensities, and levels of energy that are unique with our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, states of alertness and energy levels into four coloured zones- Blue, Green, Yellow and Red. The teachers share common language and visual structure of the Z.O.R which helps make the complex skill of regulation more concrete for learners and those who support them.

Each class has a "Calm Corner" which has a visual display of the Z.O.R, the children are able to move their faces or names into the zone that they are experiencing at different times of the day, and the staff will support accordingly. Our calm corners are accessible at all times and have sensory equipment which the children can use to calm themselves independently.

Legal framework

This policy has due regard to all relevant legislation and 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 (2022) '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'

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND)
- Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy

Equality and Diversity Statement

Westcliff Primary Academy is committed to the fair treatment of all in line with the Equality Act 2010. Westcliff Primary Academy is committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. Westcliff Primary Academy aims to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

Roles and responsibilities

The governing board will have overall responsibility for:

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, 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 and deputy headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school agreements and any disciplinary consequences for breaking the agreements.
- 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 SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the pastoral 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:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- 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.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
SENCO.
Headteacher/Deputy Headteacher.
Class Teacher.

Pupils will be responsible for:

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

Parents will be responsible for:

- Supporting their child in adhering to the school agreements and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its agreements 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.

Personalised Approaches

The following approaches may be used for individual pupils:

- Use of circle time to discuss difficult relationships and identify constructive responses.
- PSHE / RSE Curriculum, Restorative check ins and check outs, Regulation Stations, Zones of Regulation, Assemblies, Themed days, Roles of responsibility (i.e. Resilience Committee and Mini Senior Leadership Team)
- Structured break time activities, teaching play and social skills (Opal Play)
- The 'Worry Monster'
- High adult presence and visibility during unstructured times
- Teaching alternative behaviour by taking quiet times when pupils are under stress.

- Providing the pupil with channels of communication which may include peer support, or 1:1 time with a designated member of staff/emotionally available adult
- Ensuring that all staff coming into contact with the pupil are briefed on potential triggers and effective ways of distraction.
- Ensuring that any pupils with complex behaviour are fully included through appropriate environmental and curriculum adaptations wherever possible and within the parameters of the provision on offer at Westcliff Primary Academy

In order to achieve this all members of staff at Westcliff Primary Academy are committed to observing the following key principles.

Working with Families and Other Agencies

It is imperative that the school works closely with each pupil's parents or carers to evolve effective strategies in order to support pupils across a range of contexts. Timely liaison and collaboration is required in order to develop consistent approaches. These enable pupils to generalise appropriate learning and in order to support both families and professionals in their work with the pupil.

Westcliff Primary Academy will actively engage other agencies and professionals where it is considered by the school and the pupil's parents/carers that this action is in the best interests of the pupil. This will be done through conversations with parents/carers and referrals to other professionals.

External agencies will be supported to either engage:

- with parents/carers/pupils directly or
- with school or
- a combination of all.

Key Principles

- Be positive – in all your interactions with pupils. Comment on the positive things' pupils do. Avoid negative language around negative behaviour; it will only reinforce it. Reprimands should be delivered in a planned and considered manner with respect for the pupil's dignity.
- Remain consistent – be predictable and reliable adhering to the same approaches and routines.
- Strive to understand more – analyse behaviour and study its affect. Ask why things happen, seek solutions.
- Stay calm – in difficult situations, don't become part of the problem by losing control. Become part of the solution by remaining clear headed and rational.
- Work together – no one person has all the answers. Present a coherent and united front at all times. The pupils will respond to this.

- Seek advice and support – be comfortable about talking things through with others; it is expected of you and will help you succeed.
- Celebrate achievement – focus on the positive not the negative.
- Support your colleagues – trust the professionalism and judgement of others. Do not contradict another member of staff in front of pupils or colleagues. If you are not sure of something they are doing, ask them about it later in private.
- Respect confidentiality – be sensitive to the sensitivity of the work we do. You must not discuss any incident you witness unless it is for the benefit or safeguarding of that pupil.
- Plan strategically – working towards the long-term benefits and not the short-term gains.

All members of staff are required to abide by these key principles at all times and to encourage and support their colleagues in upholding these fundamental elements of behaviour support.

Consequence System

All members of our school community are expected to maintain the highest standards of positive behaviour for learning, to accept responsibility for their actions and encourage others to do the same. We recognise that behaviour is a form of communication and our restoration process is the most important part of our consequence and support system.

Adults in school will support children where possible and needed to make the right choices and redirection or reminders will be used proactively and supportively. At Westcliff Primary Academy we also recognise that school is a safe place for mistake making and that such learning is vitally important for social and emotional development. Students often need support with conflict resolution and we use restorative practice in a calm and consistent manner, with any child who is hindering their own learning and that of other children.

School actions when expectations are not met

Within the school day there are a number of situations, which may occur that require different levels of intervention. The school is committed to ensuring that the way it reacts to such situations is consistent whilst also dealing with each incident individually and to take all circumstances into consideration. Consequences will be applied when inappropriate behaviour occurs. Pupils do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other pupils in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other students.

Definitions Low level unacceptable behaviour:

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For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt learning, including, but not limited to, the following:

- Rudeness
- Refusing to complete classwork

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

Serious unacceptable behaviour:

For the purpose of this policy, the school defines “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, including:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, 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 involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Child on Child Abuse (See Child on Child Abuse Policy for more details)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

Challenging Behaviour

For the purpose of this policy, the school defines “challenging behaviour” as any behaviour which Includes but not limited to, the following:

- Discriminative abuse
- Verbal abuse
- Bullying

- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, 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

Consequences

Rewards and recognition are central to the encouragement of good behaviour alongside a need for consequences to communicate the disapproval of unacceptable behaviour.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being given
- It must be made clear what changes in behaviour are required to avoid future consequences
- Group consequences should be avoided as this breeds resentment
- There should be a clear understanding of the different levels of behaviour.
- The focus should be on the behaviour, not the pupil.

Serious Incidents

Any escalation of the above can lead to a more serious incident, for example:

- in physical violence towards staff or pupils
- intentional damage to property
- Homophobic/Racist incidents
- Online bullying
- leaving the school building.

In such situations, a range of more serious consequences may be applied and Parents/Carers will be informed.

If a serious incident occurs the consequences may be:

- Internal Referral
- Fixed Term Exclusion
- Permanent Exclusion

Behaviour 'Beyond the School Gates'

We expect our pupils at the school must agree to represent the school in a positive manner.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Westcliff Primary Academy will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Anti-bullying Policy – (Please refer to the full document for more detail) Any incident of bullying should be dealt with immediately by the member of staff that is made aware. The Head or Deputy should be informed and will make the judgement as to whether the parents/carers should be contacted

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.

SEND Code of Practice

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using a graduated response. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting a graduated response process, then exclusion may be considered.

In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before a graduated response process has been completed by school.

Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.

The Headteacher will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

Duty to inform parents following the Headteacher's decision to exclude a pupil, they will immediately inform the parents, in person or by telephone, of the period of the exclusion and the reasons behind this.

Data collection and behaviour evaluation

Westcliff Primary Academy will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Sexual abuse and harassment

Westcliff Primary Academy 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.

Westcliff Primary Academy 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 Westcliff Primary Academy 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

Westcliff Primary Academy 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.

Westcliff Primary Academy has 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.

Monitoring and review

This policy will be reviewed by the headteacher and deputy headteacher on an **annual** basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is 31.08.24

Supporting Documents

Zones of Regulation: <https://zonesofregulation.com/>

Restorative Practice:

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

Trauma Informed Practice:

<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>

Class Dojo: www.classdojo.com