



Weston Schools Federation

Positive Behaviour Policy

Date of last review: November 2021

Date of next review: November 2022



POSITIVE BEHAVIOUR POLICY

Aims:

At Weston Park Primary School and Weston Shore Infant School we want to create and foster a safe, calm environment where everyone feels secure and respected. We want a working environment which encourages pupils and staff to give their best both inside and outside of the school. We believe that good behaviour is based on mutual respect between children and adults. Our expectations are that people treat others the way they would like to be treated themselves.

This policy for Positive Behaviour provides a framework in order to support our pupils and staff to establish and maintain excellent relationships in an atmosphere of encouragement, praise and reward.

Our aim is to foster an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs which is supported via Individual Behaviour Plans (IBP). This policy describes the structures and strategies within the school which, if observed consistently at all times, will enable us to manage the children's behaviour and support the ethos of our school.

All members of the school community are asked to respect each other. In order to make that clear there is also: a staff code of conduct, parent code of conduct and pupil code of conduct.

At Weston Park Primary School and Weston Shore Infant School it is of vital importance that:

- Everyone has high aspirations and tries their best to make sure they achieve their goals.
- Everyone respects their own and other people's property and takes care of books and equipment.
- Everyone is considerate to others when moving around the school by walking carefully and quietly.
- Everyone understands that physical violence is not acceptable, neither is retaliation. Serious incidents may lead to suspension or in more extreme cases permanent exclusion.
- Everyone understands that abusive, racist or homophobic language will not be tolerated in the school.
- Everyone is punctual and attends school to the best of their ability.
- Children do not bring sharp or dangerous objects into school. Children should also not bring toys or expensive personal belongings into school unless permission has been given.
- Children wear the correct school uniform.

Classroom Management

Classroom management and behaviour management within the classroom is the responsibility of the class teacher. Classroom management is key to promoting good behaviour. At Weston Park Primary School and Weston Shore Infant School we expect all classrooms to have:

- A positive classroom tone.
- Clear expectation about learning which are set at an appropriate level for the child.
- Teachers use their personal behaviour management techniques to ensure that there is a calm, positive and productive learning environment



- A well-planned environment so that children can move easily and can find resources.
- A time-out area in the classroom for children to ‘cool down’ called the ‘Reflection Zone’.
- Details of pupils (with due regard to information sharing principles) who are being supported with their behaviour which is confidentially accessible for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working at a table or on the carpet
- In assemblies, the Senior Leaders of Weston Park Primary School and Weston Shore Infant School will discuss the Core Values with children and staff will continue these discussions when appropriate. With constant reminders and positive reinforcement, our children will be consistently successful in meeting our behaviour expectations.

Core Values

The aim of the Core Values is to ensure all children understand what is expected of them inside and outside of the school and to give them a visual reminder of what they can do to make Weston Park Primary School and Weston Shore Infant School a happy, safe and positive place to learn.

The Core Values will be displayed in all classrooms and in other communal learning spaces. Should inappropriate behaviour occur, the Core Values can be used as a ‘discussion point’ between staff and child.

At Weston Park Primary School and Weston Shore Infant School the Core Values are:

Be Safe
Be Responsible
Be Respectful
Be a Learner

Progression and recognition of age related behaviour expectations

Every class from Reception to Year 6 will have a display of what each Core Value means for their year group so that the Values are relevant to all pupils across the school at an age specific level.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably they make the children feel safer and therefore less anxious. This in turn will make it less likely that events of poor behaviour will occur. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some ‘time out’ than to engage in a two-way argument where it will escalate the child’s behaviours.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, kindness, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of



anger, irritation, disappointment or even despair; it is better to avoid communicating these feelings. Responses should be low key and matter of fact. Staff will ensure that positive behaviour is acknowledged more often than negative behaviour.

The strategy for gaining consistent positive behaviour

Verbal praise should be evident in every lesson in the school throughout the day. All classes will have a visual display at the front of the classroom that is used to monitor behaviour. This must be used consistently.

The visual display below will be used as the primary behaviour strategy. It is important to us that, as far as possible and practicable, every half day is a new session, a new chance to do well. All children's names are returned to light green at the end of each morning and afternoon session so that children know that they have another opportunity to make good choices. It is also important to highlight that each session is a fresh start, a new chance to succeed, therefore, for the same reasons all children's names are returned to light green if they have been given a 'time out' in either the orange or red zones.

<p style="text-align: center;">Gold Zone! I have consistently shown the Core Values. I will get a positive postcard home and a gold sticker to share with my parents/carers!</p>
<p style="text-align: center;">Dark Green Zone! I have shown the Core Values. I will receive a sticker so I can share my success with my parents/carers!</p>
<p style="text-align: center;">Light Green Zone! I am ready to show the Core Values! I start here every morning, every afternoon and if I have had any 'time out'.</p>
<p style="text-align: center;">Warning Zone. I have been given a warning or some reflection time to think about the Core Values. I need to get back into the Light Green Zone.</p>
<p style="text-align: center;">Red Zone. I have to spend some time in the a different class to think about the Core Values. If this continues a member of the Senior Leadership Team will need to talk to me. I need to get back to the light green zone.</p>

Celebrating and communicating success

'Positive postcards' are a clear way for the school to communicate with parents and share **positive** praise. Staff should use their visual display [as shown above] as their first recognition of positive behaviour. At the end of a morning and/or afternoon session children who have been recognised for meeting the Core Values and are placed on dark green or the gold zone.

If a child gets to the 'Dark Green' zone they will receive a dark green sticker.

If a child gets to the 'Gold Zone' they will be given a dark green sticker and a gold sticker.



Additionally, when children get to the 'Gold Zone' members of staff will be able to issue blue 'positive postcards' that are a written method of communicating successful achievement of our Core Values with parents/carers. For example, if a child is on the 'Gold Zone' at the end of a session for being a great learner they will receive the corresponding postcard. Further, members of the SLT will also issue pink 'positive postcards' as a further method of acknowledging children's achievements. SLT members may also award a pink sticker that celebrates children being seen 'in the moment' respecting the Core Values and being safe, respectful, responsible or being a great learner; pink stickers could therefore be placed on exercise books in recognition of the latter core value being met.

In line with the system above, at break time and lunch time there must be a consistent approach. If there is good behaviour in line with the Core Values the staff may decide to reward a child with a green sticker. This will alert the teacher to the child's good behaviour when they return to their classroom. This does not affect the class chart.

Each week in our Friday Celebration assemblies, one child who has achieved gold at least once in that week from each class, will be celebrated by members of the SLT for meeting the Core Values within their classroom – they will receive our 'Pupil of the Week' certificate. All the children who receive a certificate in assembly will be entered into a half-termly prize draw where they will have the chance of winning a book voucher to spend on a book of their choice. There will be one book voucher awarded each half-term for each year group from Reception to Year 6.

Strategies for challenging unacceptable behaviour

All teaching and non-teaching staff have a commitment to consistent responses to behavioural issues. Staff must follow the schedule of sanctions for unacceptable behaviour – as itemised above. However, staff must report major incidents, e.g. persistent or malicious bullying, racial or sexual harassment to the Senior Leadership Team, the same day that it is discovered. This is considered exceptional and circumvents the classroom system above.

Our staff are committed tackling persistent behavioural problems through the classroom system above in conjunction with the Senior Leadership team, parents/carers and other agencies as appropriate.

In the event that a child is not respecting the Core Values the staff will verbally warn the child that their behaviour is not acceptable and if the response is not positive the child will move into the 'Warning Zone' and then potentially the 'Red Zone' as per the table above. Please note that if a child is in the 'Dark Green' or 'Gold' zone and they make the wrong choice they would be verbally warned and move directly to the 'Orange Zone' if the behaviour persists. Please note the chart is not a ladder.

Example behaviours to move into the orange zone may include:

- Talking (inappropriately i.e. not paying attention to learning) in class
- Making silly noises
- Not listening
- Inappropriately calling out
- Disrupting the learning of others
- Refusing to work
- Not lining up appropriately
- Arguing with peers/adults
- Ignoring adults
- Defiance



- Generally not being safe, responsible, respectful or a good learner.

The child will then be expected to move to the 'Reflection Zone' within the classroom. A child moved to the 'Orange Zone' must reflect for 5 minutes. During their reflection time a child should read the differentiated, age-appropriate Core Values and then return to their class-work so as not to fall behind. When the child returns they should return to the 'Light Green' zone.

Example behaviours to move from the orange zone to the red zone may include:

If a child is persistently disruptive in class, despite having 'time out' in the 'Reflection Zone' then that child should reflect in another classroom. It is better to remove a child sooner than allow a situation to escalate so it may be deemed appropriate to move a child to a different safe space. The attention of an audience will often prolong the incident. When the child returns, he/she should be made to feel welcome in class, give a 'fresh start' and encouraged to make positive choices by acting appropriately and following the Core Values.

The teacher/teaching assistant/pastoral care worker will be responsible for recording the incident in the conduct log. It should be recorded as fact without opinion or in an emotive way. If a child moves into the 'Red Zone' a member of staff should contact the parent/carer.

Highly unacceptable, inappropriate behaviour

Despite the system of sanctions and rewards there may be those children who act in challenging, aggressive and violent ways. The following offers guidance in dealing with these children:

- The walkie-talkie's should be used to radio for support from the Pastoral Support Team or the Senior Leadership Team. Again, there must be due regard to information sharing principles. If the walkie-talkie is used by a teacher, the child is automatically given a 5-minute reflection/lost learning time to make up during a subsequent break, lunch or after-school; if further time is needed to resolve the matter any additional time is added to the automatic tariff. This 'lost time' will usually be made up the same day. However, on occasion, depending on what is possible and practicable, the child could be required to make up this 'lost' time on a following day.
- Always avoid confrontation wherever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve.
- Wherever possible, it is advisable to have a second adult present in any confrontational situation.
- Encourage the child to leave the classroom in order to discuss the incident and give the child time to calm down and reflect on their behaviour.
- Incidents of highly unacceptable, inappropriate behaviour should be logged on the school's conduct log. They should be logged as facts only. Staff completing this will have due regard for information sharing principles.

Communicating with Parents/Carers

In the event of a child being moved to the 'Red Zone' then the class teacher will contact their parents/carers on that day to communicate directly the nature of the incident and the manner in which it was resolved.

Suspension (formerly Exclusions)

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use suspensions (formerly exclusions) to maintain the health and safety of all our community. This is in a small minority of cases



and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

Internal Suspension (formerly) Exclusion

This is within the school and means removing a child from their class to another class, a senior member of staff or the Pastoral Team for a period of time. This allows a child time to reflect upon their recent behaviour. Internal suspension (formerly exclusion) will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or a serious single incident. Parents will be informed appropriately about the behaviours relating to and the decision regarding to any internal suspension (formerly exclusion). Work will be provided for the child to complete for the period of the internal suspension (formerly exclusion).

'Reflection' time

Children may be requested to remain in school after 3.15pm due to poor and disruptive behaviour or lost learning time. This decision will be made by the head teacher and the decision will be communicated to the parents/carers of the child concerned. On occasion, depending on what is possible and practicable, the child could be required to make up for this time the following day.

Where this becomes more of a persistent issue an IBP will be written to support the child.

Reflection time – break / lunchtimes

Children may be requested to access alternative provision during these times if they demonstrate poor conduct, such as accessing lunch clubs or pastoral support. Repeated or serious incidents of poor conduct can result in internal suspension (formerly exclusion) from lunchtime whole school provision. These decisions will be made by the head teacher in order to support children developing more positive behaviour.

A Fixed Term Suspension (formerly Exclusion)

Suspension (formerly Exclusion) is a final resort. This is considerably more severe than an internal suspension (formerly exclusion), where a child is asked to stay at home for an agreed period of time. Only the head teacher can suspend (formerly exclude) children externally. A child can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension (formerly exclusion) the head teacher will take into account the incident, previous suspensions (formerly exclusions) and all strategies used prior to the incident. Work will be provided for the suspended (formerly excluded) child to complete at home. The child is not permitted to be in public areas in school hours during the suspension (formerly exclusion). Following a fixed term suspension (formerly exclusion), there will be a reintegration meeting involving the school, child and parent/carer(s). The purpose of the meeting is to work in partnership with the School and Families, in order to assist the pupil with their improvement.

Specific behavioural targets will be set for the pupil and agreed with the Parent/Carer and captured through a review of the child's IBP or the need to capture individual needs via a new IBP.

Suspensions (formerly Exclusions) are at the discretion of the head teacher and they can exclude a child for the reasons listed below although this list is not exhaustive and there



may be other situations where the head teacher makes a professional judgement that a suspension (formerly exclusion) is the appropriate sanction:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- For posing a serious threat to others
- Consistently disrupting learning, despite interventions put in place
- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child/ren including acts of racism, homophobic bullying etc.
- Theft
- Damage to property
- Indecent behaviour
- Leaving the classroom or school building without permission

If fixed term suspensions (formerly exclusions) fail to modify a child's behaviour the school will work with outside agencies to support the child being given a fresh start in a new school, via a managed move, to avoid a permanent suspension (formerly exclusion).

Parents will be contacted and informed in writing about the behaviours relating to and the decision regarding to any suspension (formerly exclusion).

The Governors will review promptly all permanent suspensions (formerly exclusions) from the school and all fixed term suspensions (formerly exclusions). This will be reported on in the head teacher's report to Governors.

Conduct of pupils outside the school gates

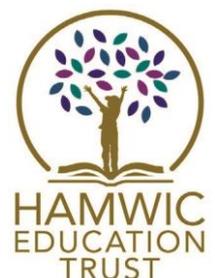
In line with Department for Education guidance – Behaviour and Discipline in Schools – January 2016 the school has the power to discipline pupils for “misbehaviour when the pupil is”:

- Taking part in any school-organised or related activity
- Travelling to and from school
- Wearing school uniform
- Guilty of potentially damaging the reputation of the school

School trips

If a pupil's behaviour before a trip is consistently unacceptable and they continue to exhibit highly inappropriate behaviour, they will not be permitted on a trip unless accompanied by a parent/carer who must be approved by the school. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct. The pupil will be offered an alternative classroom in which to learn for the time in which the trip is taking place. This decision will be made by a member of the school Senior Leadership Team and the parents/carers will be informed five days before the trip or activity if there are concerns regarding behaviour.

Preventing bullying and cyber-bullying



At Weston Park Primary and Weston Shore Infant School we have a clear approach to managing any concerns related to bullying, cyberbullying – including prejudice based and discriminatory bullying. We deem such behaviours as wholly unacceptable and will deal with any such incidents accordingly. Likewise, we acknowledge that moving forwards both the victim and the perpetrator may benefit from further support and input to address what has happened and to support them.

Bullying

Weston Park Primary School and Weston Shore Infant School has a separate bullying policy that can be found via the school website or school offices and this should be read alongside the schools positive behaviour policy. We uphold a zero-tolerance approach to bullying and will always deal with any reports around bullying seriously and ensure the right plan of support is in place going forwards (for both victim and perpetrator).

Cyberbullying

Central to the Schools' anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'. The Schools also recognises that it must take note of bullying perpetrated outside school which spills over into the school; therefore, once we are aware we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site. Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself / herself."

By cyber-bullying, we mean bullying by electronic media:

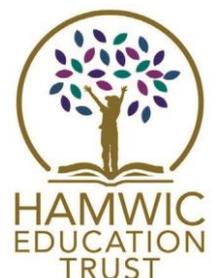
- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums.

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene, or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Our schools will deal with bullying / cyberbullying by:

- Making sure that, in line with the Behaviour Policy, we promote the school's agreed Core Values: Be Safe, Be Responsible, Be Respectful, Be a Learner
- Ensuring that the whole school understands what bullying means, what a victim is, what bullying behaviour is, and what a bystander is



- Making clear that a zero-tolerance approach to bullying is in place in school
- Encouraging children to report incidents without feeling they are telling tales
- Taking incidents seriously, investigating and if necessary, acting upon them quickly and fairly
- The behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom
- Rewarding positive behaviour and relationships as outlined in our behaviour policy
- Providing learning, intervention, and restorative practices to support both the victim and perpetrators in order to remedy the behaviour

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived: Disability / Race / Religion / Gender identity / Sexual orientation. Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced in a number of ways as detailed in our anti-bullying policy, safeguarding and child protection policies.

As a school we will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the schools
- taking preventative action to reduce the likelihood of such incidents occurring
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes, especially those that need to be referred on to other agencies (such as the police) and are outside the remit of the school behaviour policy to manage
- supporting both the victim and the perpetrator of the incident with further intervention and with a range of restorative practices to address bullying and prevent it happening again.





Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]