



Positive Behaviour Management Policy

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Purpose

At West Park Academy, we believe that all children and adults in our school and community are important. We have a legal and moral responsibility to ensure every child is safe and protected from harm. Therefore, we aim to provide an environment where our behaviour curriculum defines expected behaviours in school and it is centred on what successful behaviour looks like and defines it clearly for everyone. We are committed to enabling every student to successfully access their education and thrive at West Park Academy.

This policy is based on the following vision and beliefs:

- The personal development of the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.
- Outstanding behaviour is expected, valued, and consistently rewarded and promoted at all times by all members of staff.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills will enable them to make the right choices.
- Encouraging outstanding behaviour and respect for others aims to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development and wellbeing of the child.
- Outstanding behaviour for learning allows children to work and participate fully in classroom life.
- Children should have equal access and opportunity to a bespoke, knowledge-rich curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The Positive Behaviour Management Policy of the school depends upon all staff endeavouring to achieve these aims by understanding and being able to implement its procedures.

Our School Rules

We are **ready** to learn

We are **respectful** of others

We keep ourselves and others **safe**

Our School Values

- ✓ **We Work and Think Hard** - Be ready to learn, put in the effort and make progress.
- ✓ **Try New Things**- We are open to new experiences and always willing to have a go.
- ✓ **We Understand Others** –We are thoughtful in our behaviour, kind to others, and appreciate our differences.
- ✓ **Never Give Up**- We take responsibility for our own behaviour and persevere even when it is tricky.
- ✓ **We Are Curious**- We ask questions to develop our knowledge and understanding of ourselves and the world around us.

The Role of Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Each pupil should:

- ✓ Know and understand our values
- ✓ Follow the school rules
- ✓ Accept the consequences of their actions
- ✓ Contribute to our positive school culture

The Role of Parents

The role of parents is crucial in supporting schools develop and maintain outstanding behaviour. Parents should:

- ✓ Know and understand our values
- ✓ Support their child in following the rules

- ✓ Support the school in implementing the school rules
- ✓ Discuss any concerns with teachers and staff

The Role of Staff

Every member of staff should treat all pupils and one another with dignity, kindness and respect. Simple, clear and well communicated expectations of behaviour and bespoke training provide staff with the skills to manage behaviour consistently so that pupils and staff can thrive. We adhere to the principle that all staff who work in our school set examples of behaviour and conduct which can be copied by pupils. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.

School Systems and Social Norms

It is important that children are consistently taught a range of school routines that enshrine the rules. These include:

- Good attendance and arriving on time to school for the start of the day and individual lessons
- Walking into and around school in an appropriate manner at all times
- Demonstrate appropriate behaviour for learning within the classroom
- Knowing how to speak to others in a polite and appropriate way

Supervision during school and at break times, is key to preventing incidences of poor behaviour. Close supervision/monitoring of identified pupils will take place in collaboration with the class teacher, SLT, and break time/ lunchtime cover staff. (see Appendix B for rota).

All staff are responsible for the supervision and guidance of children and should always intervene when they see behaviour that does not conform to the expected standard.

Preventing Inappropriate Behaviour

The **prevention** of behavioural problems arising is of paramount importance. Attention must be given to:

- Effective classroom organisation and management
- Ensuring pupils are engaged, motivated and challenged through an appropriate curriculum
- Establishment of effective relationships
- Explicit teaching of the behaviour we wish to see
- Children taking ownership of routines
- Acknowledging good behaviour

- Strategic approach to the development of self-esteem and emotional intelligence

More specifically, children must be explicitly taught:

- To move appropriately in, around and out of school building
- To be polite to adults and other children
- To support and empathise with each other children
- To develop strategies to deal with emotions and the upsetting or aggressive behaviour of others
- To report incidents of bullying behaviour involving themselves or others

Staff Behaviours - This is the way we do things here

All staff who work in our school set examples of behaviour and conduct which can be copied by pupils. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.

We expect all staff to do the following to ensure that a respectful and calm environment is created:

- Meet and greet. Greet everyone – child and adult with a smile and a welcome approach **and expect the same in return**
- There is a respectful registration where each child is greeted with a good morning **and we expect the same in return**
- Each morning children come into a calm, organised classroom. On the IWB, there is a positive mantra, the Daily timetable and Lunch choices are shared so that everyone is prepared for the day. Routines are established so children know what is expected of them
- Displays support learning and celebrate children's achievements
- Before first break time, staff have checked in with the daily check ins and made sure that they are followed up
- Time is taken to talk to the children, we show an interest in their lives outside of school
- Positive praise and feedback about learning behaviours are routinely given out
- Routines are well established so children know what to expect and what is expected of them
- We check that children are dressed appropriately and we expect the same of ourselves
- We adhere to the school policy around behaviour. We deal with all behaviour calmly and do not raise our voices
- Model good manners throughout school including the lunch hall and teach and expect children to do the same

Teaching the behaviour we wish to see

What we do in EYFS

The role of the EYFS setting is crucial to establishing the behaviour expectations within the school. On entry to school, we establish what the children already know and understand around behaviour.

We do this through:

- Home visits
- Setting visits
- Parental feedback
- Transition visits in the summer term
- Baseline assessments

The staff then identify the gaps and explicitly teach behaviour, including behaviour for learning, through the PSED curriculum.

Throughout the school

Teachers will spend time teaching children the rules and routines they need to follow. They will review the school rules and consequences on a needs basis but at least at the start of every half term and if a child is new to the school. When children are not following the expected routines, time is taken to revisit and rehearse.

Every opportunity is to be taken to reinforce the positive behaviour policy through the use of circle time, PSHE / RSE resources, planning, teaching, visits, and trips.

All staff must take responsibility for the promotion of good behaviour, and dealing with misbehaviour. They are not just responsible for their class/year group. At any time, they take the opportunity to praise children around school, in assembly, and in the dining hall etc. Similarly, if misbehaviour is seen in it must be challenged. Walking by, ignoring it, or leaving it for someone else to deal with is tantamount to condoning the behaviour. Consistency and clarity from everyone is needed to implement this policy effectively.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our Special Educational Needs Coordinator (Mrs Nelson) to evaluate the case and seek additional support for a child, where appropriate. These pupils **may** require specific behaviour strategies and input which will be identified on an Individual Behaviour Plan which will be shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration. (Please also refer to SEND and Inclusion Policy.)

Induction of new staff and pupils

School leaders will ensure that all new staff are inducted into the school's behaviour culture so that they have a clear understanding of rules and routines. This will enable new staff to support all pupils to participate in creating the culture of the school.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy, its routines and expectations.

Rewards

Rewards are given to a child when children follow the rules and/or display the school's values. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise - smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school via positive reinforcement. This includes:

- ✓ Verbal praise
- ✓ Class Dojo – Dojo Reward Certificates
- ✓ Sharing good work with others (other teachers, Deputy Head Teacher, Head Teacher and parents)
- ✓ Golden Welly- awarded for the class that looks after its environment both inside and outside of the classroom
- ✓ Pupil of the Week- awarded for the child that is showcasing the school's values
- ✓ Assembly VIPs- for the class that has shown excellent behaviour in assembly
- ✓ Early Bird Awards- for punctuality
- ✓ Attendance Awards

Sanctions and Consequences

These sanctions are given to a child when they do not follow the rules. Sanctions need to be consistent and sure to happen in order to be effective. Staff and pupils must always endeavour to be fair and honest. All sanctions from 3-6 must be recorded on Dojos and if required (for example if there a number of adults taking the children throughout the day) the tracking document appendix A. Years 1, 2, 3, and 4 start fresh each lunchtime. Years 5 and 6 start fresh each day, meaning their sanction will continue into the afternoon.

Sanctions within class/school.

1. A reminder – speak to the child and remind them of the behaviour that is expected
2. A warning – this must be tracked on Class Dojo as a 0
3. Consequence of five minutes removed from break to discuss the behaviour- tracked on Class Dojo and loses the child 1 Dojo

4. Move to another class with reflection completed at break – tracked on Class Dojo- 2 and logged on CPOMs
5. Sent to a member of SLT - tracked on Class Dojo 3 and logged on CPOMs and parents informed

Longer periods of removal from the classroom

Longer periods of removal from the class need to be in consultation with the Senior Leadership Team (SLT). This may be in the case of persistent disruption, where a pupil has gone through the sanctions and their behaviour has not improved. This removal may be for a break time, a period during lunchtime or, if a pupil needs a longer 'time out' - from the lesson, to reflect on their behaviour. It is the responsibility of the SLT to decide whether a pupil needs to be removed - when, where, and for how long. Pupils need to be sent with their work to complete and their parents are to be informed by the class teacher that that this took place and the reason for it.

Internal Suspension

This can only be issued by a member of the SLT and should be used in discussion with parents where a child may be at risk of a fixed-term suspension, and requires time to reflect on their behaviours. A member of the SLT will ensure where and when this will take place, and coordinate the provision for the pupil during the day.

Individual Behaviour Tracking Grids

In certain circumstances, in discussion with the SLT and parents, where children have been identified as persistently disrupting learning, they will be placed on an individual tracking grid (Appendix B) using a traffic light system. This will more closely track their behaviour over a period of time. They are used to monitor and look for patterns of behaviour, and effectively communicate between school and home.

Suspensions and Exclusions for serious incidents within school

Fixed-term suspensions or even permanent exclusions may be considered if all sanctions and actions have been exhausted or if an incident is considered severe. If the incident(s) are considered severe, the Head Teacher or in her absence the Deputy Head Teacher may choose to issue a suspension. (See the Exclusion Policy)

Tracking Behaviour

All behaviours from level 3-6 are recorded on Class Dojo and level 5 and 6 sanctions or severe behaviours on CPOMS. Tracking grids to be used if there are a number of adults in class that day (see Appendix A).

The school produces half-termly reports on behaviour for the leadership team to analyse and target intervention where necessary. These records are shared with staff in staff meetings and reported formally to the full governing body three times per year as part of the Head Teacher report. They will report on the types of behaviour seen and the actions taken to reduce those incidents. If a child is regularly receiving stage 5 and 6 consequences, they will arrange a meeting with the class teacher and parents to discuss the child's behaviour.

Recording Red Behaviour Consequences

The class teacher must inform parents each time a child receives a Red Behaviour Consequence. A red behaviour is when a child reaches stage 4 or 5 of the consequences. Staff should, whenever possible, speak directly to a parent after school or make a phone call on the same day.

The incident must be entered as an incident onto CPOMS by the member of staff dealing with the incident.

Severe Clause

We will use the Severe Clause Criteria when a child:

- Wilfully hurts another child or adult.
- Wilfully destroys property
- Wilfully and overtly refuses to do what he/she is told, thereby jeopardising the health and safety of the class.
- Engages in any behaviour that stops the class from functioning and prevents learning from taking place for an unacceptable length of time.

Severe Clause Consequences

This is an immediate call to the SLT who will then ensure that the child receives and issues an appropriate consequence. They will ensure that the behaviour is discussed with the child. They will record the incident on CPOMS and ensure that parents are informed. If deemed appropriate the child may be suspended from school (see Suspension and Exclusion Policy)

Supporting pupils following a sanction

Following a sanction, strategies will be in place to support all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These must include:

- A targeted discussion in a 'reflection' session – including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- An opportunity to apologise to the relevant person, if appropriate

Exceptions

In exceptional circumstances (e.g. when a pupil is following a behaviour plan and/or has Educational Health and Care Plan for SEMH), the policy may not be followed as outlined above. These are reasonable adjustments due to the needs of the child. This decision would be taken by the Head Teacher and professional team surrounding the child and would be detailed in the child's additional provision plans. At West Park, for consistency, we call this approach a Relational Support Plan. Children who require this approach **must have** specific strategies put in place (see separate Appendix C).

Relational Support Plan Rewards

Recognition remains the same as the main policy. However, more effort must be given to notice the pupil doing the right thing and praise can be offered in short bursts. They will have very specific targets they are working on that will improve their behaviour. These are clearly communicated to the child and they are rewarded with a token when seen. These tokens add up to an identified reward. It is then shared and we celebrate small successes with other staff in school to build self-esteem.

Relational Support Plan Sanctions

Sanctions will remain the same as the main policy apart from when a red behaviour situation arises, this will be at the discretion of staff and SLT. Staff should be extra vigilant and seek to distract or remove the child before a more serious incident occurs. On occasions, calming down time will take place until the pupil is ready to reflect and compile an apology. The apology will be made when the child is totally calm and ready for learning again.

If the child's behaviour is unsafe, SLT should be called. Similarly, if an unpredictable/sudden outburst occurs and children's/adults' safety is at risk, SLT should be called without delay.

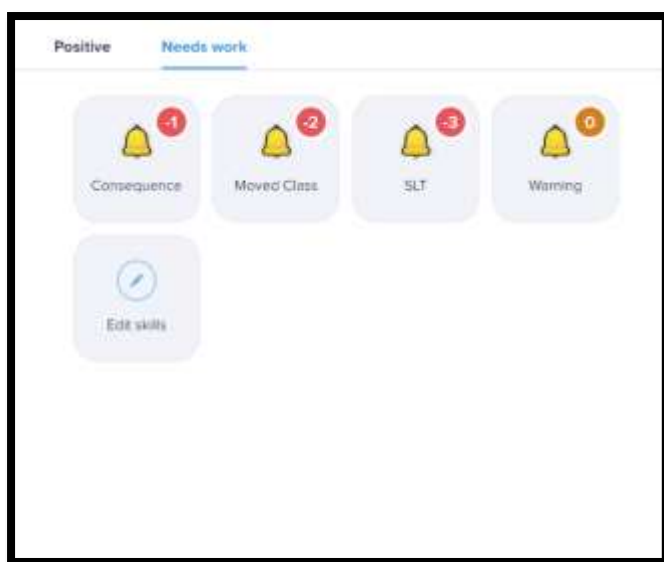
This policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- Child on child abuse policy
- E-safety Policy
- Suspension and Exclusion Policy
- SEND and Inclusion Policy
- Attendance and Punctuality Policy
- Home-School Agreement

Appendix A

Tracking Behaviour Data

Behaviour will be tracked on the 'Needs Work' section of Class Dojo.



Appendix B

Individual tracking grid

	Mon	Tue	Wed	Thur	Fri
On entry					
Morning					
Lunchtime					
Afternoon					

Behaviour monitoring and support during unstructured times

Rota for the gate

	AM	PM
Monday	Mrs Conroy	Mrs Ford
Tuesday	Mrs Conroy	Mrs Hirst
Wednesday	Mrs Hirst	Mrs Ford
Thursday	Mrs Hirst	Mrs Hirst
Friday	Mrs Ford	Mrs Hirst

Rota for Lunchtime - SLT need to be visible giving feedback to staff and pupils

	Inside	Outside
Monday	Mrs Ford	Mrs Hirst
Tuesday	Mrs Nelson	Mrs Hirst
Wednesday	Mrs Hirst	Mrs Ford
Thursday	Mrs Hirst	Mrs Nelson
Friday	Mrs Hirst	Mrs Ford

Rota for Assemblies – ensure that there are planned behaviour assemblies (Tue/Wed) where we give information and feedback on how they are doing

	KS1	KS2
Monday	Mrs Hirst	
Tuesday		Mrs Hirst
Wednesday	Mrs Ford	
Thursday		Mrs Ford
Friday	Mrs Hirst	

If a staff member is unable to do this for any reason, they must ensure they arrange for another member of staff to cover.

Appendix C

Planning for Success: Relational Support Plan

Name of Pupil:	School: West Park Academy	Date:
<p>The Relational Support Plan provides a framework for exploring the needs of vulnerable children and young people (CYP). It draws upon evidence showing that feeling secure and having positive relationships are essential to wellbeing, behaviour and learning.</p> <p>The Plan therefore sets out how CYP can be supported by school staff under the 4 headings of: Protection, Connection, Understanding and Care.</p>		
<u>Significant adult/adults</u>		
<p>Who is best placed to be the significant adult in school?</p> <p>Who will support the significant adult and be included in the team of adults?</p> <p>How will this be communicated to the CYP?</p>		
<u>Protection</u>		
<p>This explains the need for safety and security. Some CYP do not feel automatically safe. They can find school threatening and require support and structure to develop feelings of security and safety, which are essential to effective learning and behaviour.</p>		
<u>Key Questions:</u> <ol style="list-style-type: none">1. How will the CYP be helped to feel safe by the significant adult and team?2. Are there times in the day when they feel particularly unsafe e.g. beginnings, endings, transitions? How can these be managed?3. How will other adults in school help the CYP to feel safe?	<u>Actions:</u> <ol style="list-style-type: none">1.2.3.	

<u>Connection</u> Meaningful connections promote feelings of safety, trust and belonging. For CYP who have experienced adversity, there is an increased need for adult connection in school.	
<u>Key Questions:</u> 1. How will the significant adults provide meaningful connection with the CYP? 2. How will the development of positive peer friendships be promoted? 3. What activities may help the CYP to develop a sense of belonging in school?	<u>Actions:</u> 1. 2. 3.
<u>Understanding</u> CYP need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations.	
<u>Key Questions:</u> 1. What does the CYP's behaviour tell us about how they are feeling? 2. How will the CYP be co-regulated and calmed?	<u>Actions:</u>

3. What consequences will be given for negative behaviours?	
<p>Care</p> <p>For CYP who have had adverse experiences or experienced trauma, adults at school need to be particularly mindful of providing a high level of care.</p>	
<p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. How will adult's communicate care to the CYP? 2. How will the CYP know they are liked? 3. How will the CYP progress be tracked? 4. How can we ensure the CYP knows they are being held in mind? 	<p><u>Actions:</u></p>
<p>This plan was put together by:</p> <p>This plan will be reviewed by:</p> <p>This plan was shared with parents on:</p> <p>This plan was shared with staff on:</p>	