



BEHAVIOUR POLICY

At West End School we aim to provide an environment where

- 1 Everyone is valued and parents and visitors feel welcome and comfortable
- 2 Everyone respects the rights and feelings of each other
- 3 Everyone has an equal opportunity to develop academically, personally, socially, physically and culturally

To ensure that we achieve these aims, the Behaviour Policy must apply to **all** areas of the school life and be followed by **all** members of staff.

All children have a right to education, safety, love, care and an opportunity to develop good relationships. They must be taught to co-operate with others and to realise that they have responsibilities to themselves and others.

The emphasis at West End School is on a positive approach to behaviour management using praise, encouragement and rewards. The use of rewards and sanctions will be coherent and consistent across year groups and age groups so that children and staff know what is expected.

At West End we have a signed Home/School Agreement that is our contract of expectations between school, parents and pupils. This is the starting point to being part of the West End Family and sharing its vision, to ensure every child is the best they can possibly be! Behaviour and attitudes to learning are at the heart of this.

REWARDS

Children will be rewarded for good work, effort, kindness, helpfulness and good behaviour

Rewards will include:

- 1 Praise and privilege
- 2 Stickers
- 3 Regular 'reinforcement' at short intervals for some children
- 4 "Dojo Points" awarded for positive behaviour and attitude
- 5 Sending to a colleague/headteacher for special praise

- 6 Weekly certificates for 'Star of the Week' sent home and added to the school newsletter/FACEBOOK page
- 7 Half termly 'Triangle Treat' awards - treat for children not on the red triangle over the half term or more than 6 times on the Yellow triangle.
- 8 Golden Time weekly
- 9 Postcards home

Exemplary behaviour will result in children getting a triangle treat half termly and they will receive a golden ticket explaining what the treat is. This treat will only be awarded to children who have consistently followed the rules. This may include: a trip out in the local area e.g. park/beach, a disco or film.

Responses to Inappropriate Behaviour

Most children at West End behave well and work hard. However, as in any setting, some children can show behaviour which is not acceptable within a school environment. At West End School we consider the following behaviours unacceptable.

- 1 Violence to others
- 2 Bullying
- 3 Disruption in class
- 4 Abusive language including swearing, racist comments, insolence
- 5 Inappropriate behaviour around school e.g. running, pushing, shouting, vandalism
- 6 Violent, dangerous behaviour in the playground
- 7 Persistent refusal

Verbal abuse and/or swearing directed at a member of staff or comments directed at a member of staff that undermines their authority will result being sent to the Headteacher or the Deputy Headteacher in their absence.

Physical violence/aggression against any member of staff will result in immediate exclusion at the discretion of the Headteacher.

Behaviour Pathway

Unacceptable behaviour will result in the following consequences:

1. Reminder/warning about the behaviour/moved to a different place
2. Name on the yellow triangle- 5 minutes Golden Time lost.
3. Name circled on the triangle - Moved to another position preferably next to an adult. Another 5 minutes of Golden Time lost and a reminder that the next step will be leaving the room.
4. One line through the circle on the triangle-A 20minute time out in the Rainbow room with Mrs Barr. EYFS - up to 20 minutes at the discretion of the teacher or person in charge of the class. 15 minutes of Golden Time now lost.

5. Two lines through the circle on the triangle -An extended time out to the end of a lesson or session in the Rainbow Room with Mrs Barr. 20 minutes of Golden Time now lost.
6. Two lines and an 'I' through the circle on the triangle - Isolation - out of class for half a day. Parents to be informed by the class teacher on that day. Supervised at break/lunchtimes in the Rainbow Room covered by Mrs Barr. Red Triangle now lost. This must be recorded on the behaviour log.
7. Individual behaviour plans: support strategies for individual pupils recorded on CPOM and copies for class teacher and parents

Behaviour that results in a child being put on the red triangle is recorded on the class behaviour log on the server. Loss of Golden Time is also logged on the class Golden Time sheet. Parents will be informed when their child's behaviour is causing concern and their support, help and co-operation is needed.

Some behaviours will result in children being put straight on the Red triangle e.g. Violence, swearing, etc. This can only be done by the person in charge of the class, SLT or Mrs Barr.

Behaviours for learning in the classroom are really important to us so if your child goes on the yellow triangle more than 6 times in a half term they will not be able to go on the treat. We ask that parents support school with this decision and explain to their child, how important behaviour in the classroom is for every child to learn.

Children who have refused to complete their work in the classroom may be required to finish this in their free time. Children will never lose all of their free time, as we know that it is very important for children to play out with their friends. At West End we have high expectations of all our children and a very high level of support to ensure children can learn with the support they need. It is only when it's the child's choice not to work in class time, will we enforce this.

Playground Behaviour

During lunchtime and break the triangle is not used (unless at the discretion of Class Teacher, Mrs Barr or SLT). If a child behaves unacceptably (and does not respond to verbal warnings) the member of staff dealing with the issue will inform Mrs Barr or a member of the SLT and they will deal with the issue. This may result in the child missing the remainder of that break and potentially the next break depending on the severity. On some occasions children may lose the triangle treat due to behaviour and their Golden Time (SLT decision).

Persistent refusal to come and speak to a member of the SLT on duty from a child will result in the duty SLT being informed and they will come and collect the child. The staff member must say "Are you refusing to go and speak to.....? I will come back in one minute to give you a chance to think about it." On the return ask then

"Are you happy to go into the Rainbow Room to speak to..... about the incident? They will be able to help you." If they still don't come in, then contact the duty SLT.

A lunchtime nurture group will be offered to those children needing extra support in how to manage their own feelings and behaviour at lunchtimes. This will be led and reviewed by the Nurture Lead.

If any of the above intervention strategies fail to see an improvement in behaviour this may result in a lunchtime exclusion where children will be asked to go home during the lunchtime period.

Procedures and Guidelines when a pupil reports an incident of behaviour which has hurt or upset them in any way

- Listen to what children have to say about an incident. They have the right to express an opinion.
- If more than one child is involved let each have their say, then decide on a course of action.
- Stay calm.
- Try not to jump to conclusions.
- Where possible, involve the children in deciding the outcome of an incident. This encourages and teaches the children the skills to sort out their own problems.
- Be fair.
- Insist on honesty.
- Emphasise that children can choose how to behave and those behaviours have consequences.
- In any reprimand, make sure that it is clear that it is the behaviour that is unacceptable and not the child.
- Inform any other relevant members of staff.
- Continually remind children to tell an adult if someone does something to them that they do not like, and to keep telling until the problem is sorted out so that they are happy about it.

By following these guidelines, confrontations are usually avoided.

If a confrontation begins to develop:

- Stay calm
- Be quiet and confident-believe you can handle the situation - seek support if you need it.
- Do not take personally what the child says - their feelings are taking over
- Do not let the inappropriate behaviour (e.g. yelling, threatening, sarcasm, refusing to speak) incite your anger.
- Try not to mirror the inappropriate behaviour (e.g. by yelling back)
- Take your time and think about what you are going to say and do
- Keep talking quietly and calmly to the child
- Acknowledge their anger etc., but make it clear that the behaviour is unacceptable

- When the child becomes calmer, talk to them in a quiet place about the incident, its consequences and alternative actions for the future, so they can learn from it.

Breakfast Club and After School Clubs

The expectations of children's behaviours are the same in Breakfast Club and After School Clubs. If a child is not following the rules they will be given a warning and a strike will go against their name. If this happens again in the same term the child will get another strike and a parent will be informed. A third strike will result in them being removed from Breakfast Club or the After School Club for the rest of that term. Only if there is a violent, aggressive or verbal incident will a member of SLT be informed and they may take their triangle treat.

Incidents requiring other responses

Most day to day incidents/disagreements can be dealt with using the above approaches, combined with the sanctions outlined in the policy and support from the Behaviour and Nurture Lead.

Racist incidents- must be referred to the Head/Deputy that will follow the 'Lancashire Guidelines and Procedures for dealing with and reporting Racist Incidents in Schools'

Other discriminatory incidents-e.g. concerning disability, gender, age, sexuality etc. should be taken seriously and reported to the Head/Deputy.

Bullying-if staff are concerned that bullying may be occurring, as a result of reports from children, parents or their own observations, Guidelines in the Anti-Bullying Policy should be followed.

If in any doubt how to deal with an incident, staff should seek advice and support from colleagues and the Learning Mentors, Head or deputy.

FIXED-TERM AND PERMANENT EXCLUSIONS

1. Only the Headteacher, or Deputy Head acting for the Headteacher, has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
2. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
3. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed exclusions beyond five days in any one term.

4. The governing body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.
5. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
6. When an appeals panel meets to consider an exclusion, they consider; the circumstances in which the pupil was excluded; any representation by parents and the LA; and whether the pupil should be re-instated.
7. If the governor's appeals panel decides that a pupil should be re-instated, the Headteacher must comply with this ruling.
8. School is under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.
9. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.
10. It is reasonable to expect that the school will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Monitoring and Review

Monitoring of the implementation of the policy will be carried out by the Senior Leadership Team.

The policy will be reviewed annually and updated as necessary.

Date: April 2022

Sharon Cliff