

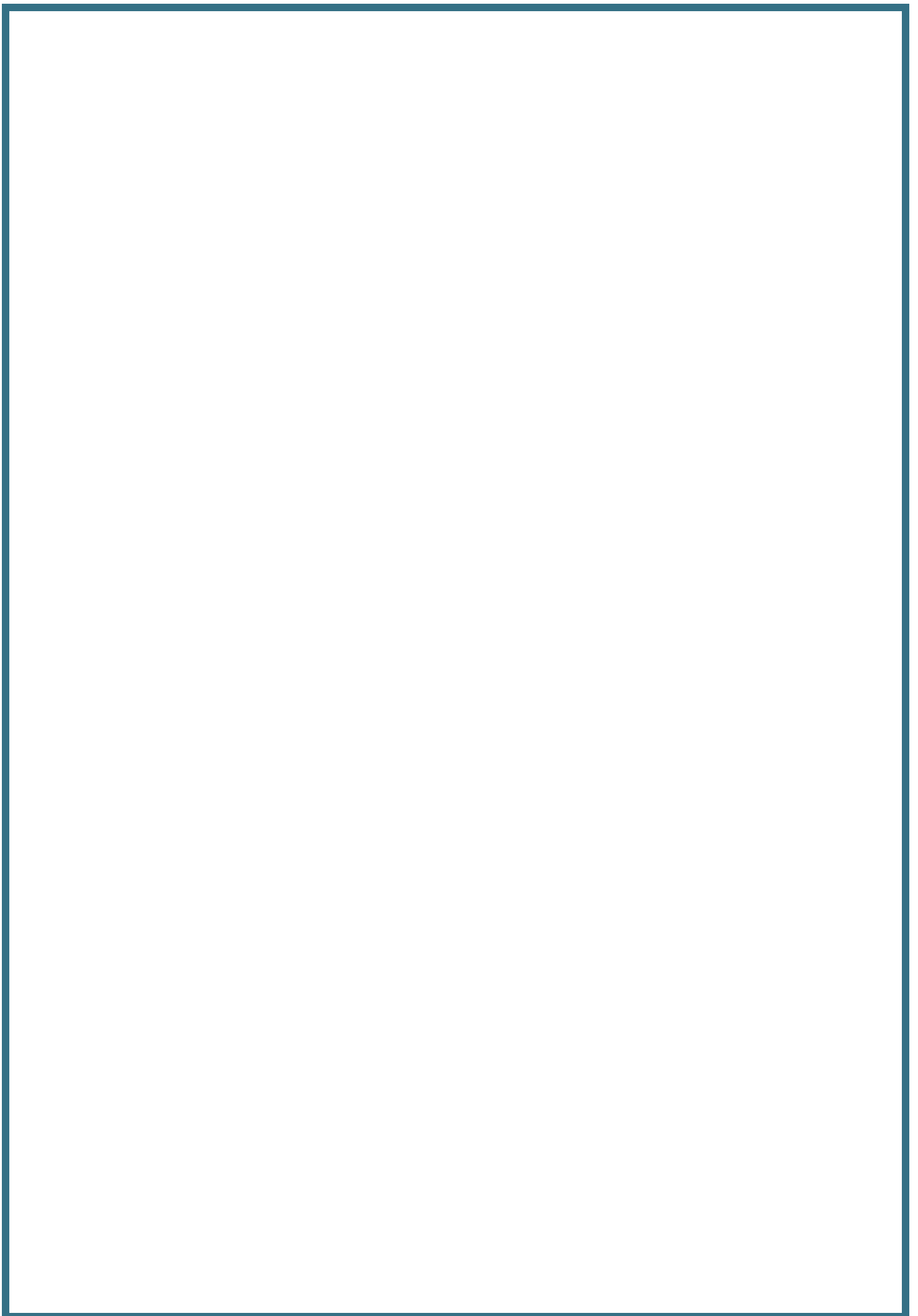


Westlands First School and Nursery

Behaviour Policy 2024 – 2025

The school policy for reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body and is a result of evaluations of our previous policy.

Policy Ratified	<i>September 2024</i>
Policy to be reviewed annually: Review date:	<i>September 2025</i>



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Statement of intent

Westlands First School & Nursery believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

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

Signed by:

_____ Headteacher Date: _

_____ Chair of governors Date: _

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Westlands First School.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The Headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to Mrs Roberts (Headteacher).

2. Definitions

- 2.1. 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, but not limited to:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - Disruptive behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a continuous type of harassment which involves 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
 - Possession of legal or illegal drugs, alcohol or tobacco
 - Possession of banned items
 - Truancy
 - Refusing to comply with disciplinary sanctions
 - Theft
 - Swearing, racist remarks or threatening language
 - Fighting or aggression
 - Spitting and biting
- 2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils. See Appendix 1 for definitions.
- 2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.
- 2.4. Refer to Appendix 1 for examples of the different types of behaviour.

3. Training of staff

- 3.1. At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

4. Pupil expectations

- 4.1. Pupils and parents/carers will be expected to follow our school’s Code of Conduct which requires pupils to:
- Conduct themselves around the premises in a safe, sensible and respectful manner.
 - Arrive to lessons and school on time and fully prepared.
 - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
 - Behave in a sensible and polite manner towards all staff and pupils.
 - Follow classroom rules and procedures.

- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

4.2. The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up quietly when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

5. Smoking and drug policy

- 5.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 5.2. Parents/carers, visitors and staff must not smoke/vape on school grounds and should avoid smoking/vaping in front of pupils and/or encouraging pupils to smoke.
- 5.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, vapes, lighters, matches or pipes.
- 5.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.
- 5.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

6. Rewarding good behaviour

- 6.1. The school believes that reinforcing positive behaviours is of utmost importance and that pupils should be rewarded for good behaviours and choices.
- 6.2. The rules and expectations of the school are written and agreed by the children and displayed in each classroom. These reflect the Code of Conduct.
- 6.3. The school will also use the following rewards for good behaviour:
- Pepe Award Certificates
 - Messages home via the School App Class DoJo
 - Dojo points (100 points = ?)
 - Verbal praise
 - Pepe's Pennies and prizes

- Attendance trophy
- Prizes
- Stickers
- Whole-class rewards
- Headteacher awards

7. Low Level Unacceptable behaviour

- 7.1. Unacceptable behaviour will not be tolerated at the school in any circumstances.
- 7.2. Breaking any of the rules laid out in our Code of Conduct will lead to sanctions and disciplinary action. As detailed below :
- Assertive request e.g. I would like you to...thank you'
 - Ensure that children are given the opportunity to 'make the right choice'. E.g. 'James – you have a choice. You can either sit quietly, do your maths now with everyone else, or you can do it later. If you choose to do the work now, you can have a turn on an enjoyable activity later. If you choose not to do the work now, you will have to do your maths later and won't have time to do the other activity. It's up to you – it's your choice.'
 - Time out within class as appropriate to the child and location. This should be a designated area within your class and will be recorded on CPOMS. If a child is sent to time out more than twice in one day this will lead to the child being sent from the class to another supervised area as decided by the teacher. Incidents from playtime and lunchtime will be recorded on CPOMS separately.
 - Time out with a member of the Senior Leadership Team.
 - Period of temporary exclusion (period to be confirmed with Chairman of Governors). If a child's behaviour becomes so **extreme** Parents/Carers may be called in to deal with them. In circumstances where Parents/Carers are not available the school may telephone other agencies e.g. Police, Social Services
 - Permanent exclusion may result when all other avenues and liaison with outside agencies have been exhausted. In the event of an extremely serious

incident e.g. violence/vandalism/persistent disruption the child will be excluded from school. In the event of a permanent exclusion the Chairman of Governors will be notified.

7.3 Where appropriate, pupils will also be asked to 'put it right', either by completing the task given, or making an apology.

Extreme Behaviour

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

In the event of an extreme behaviour incident a member of the Senior Leadership Team will respond appropriately.

8. Sanctions for more serious unacceptable behaviour

- There is no corporal punishment at the school.
- Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- Where a pupil poses a risk to the safety of that pupil or other pupils, all pupils will be removed to another room. A member of staff will supervise the pupil in question until a member of SLT arrives.
- At Westlands First School, teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil.

Any pupils that are sent indoors will be supervised by an adult at all times.

- At Westlands First School, we recognise that, at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

- It is the responsibility of the class teacher to ensure that parents/carers are informed of the behaviours at the end of the school day, or beforehand if necessary, unless informed by SLT that they will speak to parents/carers.
- Where appropriate, pupils will also be asked to 'put it right', either by completing the task given, or making an apology.
- If behaviours are persistent a discussion with the Pastoral Lead or Headteacher may be appropriate.
- In some cases extreme behaviour may lead to any of the following:
 - Phoning or sending a letter home to parents/carers
 - Inviting parents to a meeting with a Senior Leader
 - Placing the pupil on written report for monitoring of behaviour
 - Establishing a Pastoral Support Plan
 - A reduced timetable
 - Contacting external agencies such as Children's Services
 - Fixed term or permanent exclusion
- A record of all reported incidents will be kept on the central reporting online system CPOMs. This will be used to monitor behaviour over time by the Senior Leadership Team.
- Suspension/exclusion will always be the last resort for this school and will follow the Exclusions Policy. Parents will be informed at the earliest opportunity.

10. Items banned from school premises

- Fire lighting equipment:
 - Matches, lighters, etc.
- Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Vapes (e-cigs)
 - Alcohol
 - Solvents
 - Any form of illegal drugs
 - Any other drugs, except medicines covered by the prescribed medicines procedure

10.1. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults

- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

10.2. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks or those that contain excessive amounts of sugar/colouring
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones
- Any other toys which are deemed hazardous.

11. Searching

- Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.
- Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.
- Any staff member, except for security staff, may refuse to conduct a search.

- Following a search, the Headteacher will contact the parents/carers to advise them of the procedures which were undertaken.
- **Confiscation**
 - A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
 - If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
 - Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

13. Use of Reasonable Force (PPI Positive Physical Intervention) – See separate PPI Policy

School staff have a legal power to use reasonable force and lawful use of the power will provide defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Staff are required to be aware of and operate in accordance with DFE Guidance, Use of Reasonable Force, July 2013 and reviewed July 15. Senior school leaders should support their staff when they use this power.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils. Force is usually used either to control or restrain.

This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of the classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher

has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder. In a school, force is used for two main purposes- to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where force can and cannot be used:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

Use force as a punishment- it is always unlawful to use force as a punishment

Communicating the school's approach to the use of force:

- There is a legal duty to make reasonable adjustments for disabled children and children with SEND
- School does not require parental consent to use force on a student

14. Outside school and the wider community

14.1 Pupils at the school must agree to represent the school in a positive manner.

14.2 The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

14.3 Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

15. Monitoring and review

15.1 This policy will be reviewed by the Headteacher and Governing Body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

15.2 This policy will be made available for inspection and review by the Chief Inspector, upon request.

Appendix 1

For the purposes of this policy, staff at the school have agreed the following three categories of behaviour. These are intended as examples only and are not an exhaustive list. It may be in some instances, that the sanctions may be more severe for a lower level behaviour if there are other circumstances which need to be considered.

Low Level Behaviours (Class staff)	Unacceptable Behaviours (Class staff / Key Stage Lead)	Serious Unacceptable Behaviours (SLT)
<ul style="list-style-type: none"> • Shouting out without hand up. Inappropriate clothing/make-up (usually older pupils). • Playing, fiddling, tapping. • Rocking on chair. • Being out of chair for no reason. • Talking to another when should be listening. • Distracting others with low level actions. • Ignoring the teacher/an adult. Being in the corridors at playtime without an adult. • Playing in the toilets at break. • Shouting in class • Talking when others are speaking • Running around the classroom or school • Inappropriate body language with others, such as not keeping hands to oneself • Throwing items either in the classroom or on the playground • Failure to complete classwork and not concentrating on tasks • Rudeness and not using manners • Being unkind to others • Telling lies • Lack of correct equipment • Refusing to complete homework, incomplete homework, or arriving at school without homework • Not following classroom rules 	<ul style="list-style-type: none"> • Answering back in a disrespectful way. • Disrespecting others' property. Ignoring the teacher repeatedly. • Name-calling. • Losing temper. • Leaving the room without prior arrangement. • Continuous low-level behaviours. • Bringing dangerous objects into school unaware of the potential to harm. • Continuous shouting out without hand up. • Ignoring the teacher repeatedly • Name-calling. • Swearing. • Spitting • Fighting or aggression 	<ul style="list-style-type: none"> • Stealing. • Racist name-calling. • Bullying/cyber-bullying - a continuous type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual • Name-calling adults. • Physical abuse: child/ staff. • Repeated refusal to do as adult asks. • Leaving class or school with intent to evade adults. • Setting fires/intentionally causing floods. • Vandalism eg: graffiti, damaging school's or others' property. • Unsafe behaviour on a school visit. • Extorting money/property. • Bringing objects into school with intent to harm, eg: knives, lighters, matches. • Refusing to comply with disciplinary sanctions

Dealing with low level behaviour

1

- Assertive request e.g. I would like you to...thank you'

2

- Opportunity to make the right choice

3

- Time out within classroom

4

- Time out within another classroom/location
- (If already been on time out twice)

5

- Referral to SLT