



Behaviour Policy

Author/Reviewing member of staff	Mrs C Doolin
Date updated	Autumn 2024
Reviewing Committee	FGB
Date Policy Approved	
Date of next review	Autumn 2025



Inspire. Challenge. Achieve

The school's statement of purpose is to provide a high quality of education for all pupils. This policy is designed to support the provision of a calm, secure and happy working environment facilitating high standards of teaching and learning where all children in school can achieve their full potential. Good behaviour is expected, recognised and rewarded. We aim to develop positive self-esteem in each child along with an awareness and sense of responsibility for their own actions. Our vision and ethos are set in the context of our school living and learning values which help to promote an enquiring mind, confidence, self-esteem, respect for others and positive relationships with children and adults.

Our purpose is: To provide a common framework and consistent approach for all staff to adopt to support pupils in making good behaviour choices and leaning self-control and personal accountability. We support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

Identifying and acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to make appropriate behaviour choices.

Behaviour we encourage:	Unacceptable behaviour includes:
• Always try your best • Follow class rules • Follow instructions • Be polite • Ask for help when needed • Always show kindness to one another • Always tell the truth • Respect other people, their views/ belongings and work • Work co-operatively. • Walk around the school sensibly	• Violence or aggression • Hurting other people's feelings • Deliberate disobedience • Showing a lack of respect • Rudeness • Using unacceptable language • Deliberately damaging property • Disrupting teaching and learning • Discrimination • Threatening behaviour including bullying

Whole School System for Behaviour Management:

Behaviour expectations are explained at the start of each academic year. Each class compiles their own set of class rules which are displayed in the classroom.

We expect pupils to show respect for each other as well as to adults. Any form of bullying, sexual harassment or physical abuse will be taken seriously and never passed off as, "just having a laugh," or "part of growing up." Action will be taken promptly. (Also see anti-bullying policy)

Positive Reinforcement:

All staff should take every opportunity to reinforce good behaviour. Celebrating individual successes are an important part of school life and help create an atmosphere where self-esteem will flourish and our school values are promoted. Monthly values are used as a basis for school and year group assemblies and are used as a focus for PSHE lessons. Poor behaviour choices sometimes occur on the playground when some children struggle to interact positively with others. We have staff supporting structured play sessions to model positive play behaviours.

Rewards:

- Verbal praise - an emphasis on positive language in the classroom
- Positive comments in feedback (see feedback policy)
- 6R merit- recorded in planner working towards bronze/silver/gold/platinum achievement card – success shared in assembly and on the website
- House system-develops a sense of communal achievement
- Sending child with work to HOY/class teacher/subject leader/ SLT for acknowledgement
- Roll of honour in year group assemblies and shared on website.
- Note in planner/phone call home/postcard
- Tea with Mrs E
- 100 club

Support for behaviour challenges:

In class	Additional support
Variety of behavioural management techniques to encourage child to make positive choices such as: • Positive reinforcement • Quiet reminder • Use of timer • Seat arrangements • In class de-escalation • Distraction techniques • Recognition of positive choices	If no response to in class intervention, then the teacher will request additional support. • Sending for/to head of year (or a member of ELT) • If disruption continues, HOY/ELT will remove child from class • Escalation continues to SLT • Parental support to de-escalate • Parents will be informed of any significant/emerging patterns
Immediate RED CARD for violence/abusive language, danger to self/others/property.	SLT to be called for. Pupil to be in Re-focus with Year Leader. Parents/Carers to be informed immediately, meeting with Year Head/Deputy Head.

Actions following incidents of poor behaviour:

- Class teacher to discuss incident with the pupil after the lesson
- Any emerging patterns are discussed with the head of year and action decided upon. If parents to be contacted - start by class teacher making initial contact.
- Head of year decides if incidents need to be recorded on cpoms
- If no improvement, head of year to make contact. (phone or meeting called)
- Behaviour tracker set up – child meet with class teacher/year head/pastoral rep. (family informed) If no improvement a meeting with SLT /head of year/parent/child Next steps decided.
- A PSP maybe appropriate at this point – initial target setting meeting to involve SLT/class teacher/year head/SENCO (if SEN involvement)/parent/child/pastoral rep.
- Monitoring meeting lead by year head including pastoral rep/SENCO/class teacher/parent
- Before penultimate meeting liaise with SLT (who will attend this meeting) to draw up a final strategy. If PSP has de-escalated behaviour, then positive outcome acknowledged and clarify any long-term strategies needed.
- If PSP has failed to have a positive impact, then other strategies need to be discussed at this point (behaviour support team/part time timetable etc)

Restorative Justice Approach

At Westacre Middle School we use a Restorative Justice approach:

- This approach helps develop a happier school where the focus is on learning and not conflict. A restorative approach encourages pupils to think about how their behaviour has affected others. It helps children to develop respect, responsibility and honesty.
- Restorative processes aim to put things right and to restore relationships.
- At Westacre Middle School the people involved in conflict, bullying and relationship problems will be asked what happened, what was the impact and how things can be put things right.

Restorative questions:

1. What has happened?
2. What were you thinking and feeling when it happened?
3. Who has been affected?
4. How could things be done differently?
5. What do you think needs to happen to make things right?

Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

All incidents of bullying are taken seriously and acted on immediately. Incidents are recorded and school works in collaboration with parents to solve the situation. (See anti bullying policy)

Lunchtime Behaviour:

At lunchtime, the midday supervisors play a key role in promoting positive pupil behaviour. Our staff are trained and model good positive play behaviours. An incident of poor behaviour at lunchtime may result in a lunchtime detention to be completed at the next earliest opportunity. A member of ELT/SLT is on duty each day at lunchtime and serves as a support for Lunchtime supervisors. If there is an incident it will be their responsibility to ensure it is recorded if appropriate and information passed on to relevant staff.

Lunchtime Detention:

Will be used for:

- Incidents of poor behaviour during break, lunchtime or moving around the school.
- If a child is in refocus for the day

The member of staff who puts the child in detention will record the child's name and reason on the detention log on the school system. The teacher on duty will check off the child on the list. The member of staff who put the child in detention will ring the parents. If staff cannot reach the parents the school office will send a letter.

Refocus: Children can attend Re-focus for a day or any specific period of time. This will occur after a red card during a lesson or out of lesson Incident involving 3 repeated lunchtime detentions or one Incident of violent, abusive behaviour or damage to school property.

Pastoral Support:

At pupil strategy meetings, it will be decided which pupils would benefit from pastoral support, this may involve work on self-esteem, anger management, work alongside sessions etc. Pastoral support is used as a tool to help support some children who maybe struggling to access the school day appropriately. Pastoral support may also be used in the resolution process when a child has been removed from the classroom.

Behaviour Trackers:

A behaviour tracker is a log book tailored for helping pupils who are making poor behaviour choices to start to take responsibility for their behaviour. The class teacher, Year Leader and the Pastoral Leader, parents and child work together to devise small targets designed to help the pupil with positive behaviour choices. The tracker is designed to be used over a short period of time to help the pupil identify and adopt appropriate behaviour.

Pastoral Support Plans:

A PSP is created for pupils who consistently pass through the behaviour sanctions and are at risk of exclusion. The class teacher, Year Leader, SENCO, Pastoral Leader, Deputy Head Teacher, parents and child work together to devise a bespoke curriculum and targets designed to help the child improve their behaviour. The PSP's are reviewed weekly or fortnightly with parents or carers and are monitored for 12 weeks.

Roles and responsibilities:

Behaviour Management is the responsibility of **all** staff at Westacre

All staff

- Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school's behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Heads of Year

- Monitor and intervene with those children who are not responding at class teacher level.
- Record parental contact
- Record detentions on system.
- Bring concerns to fortnightly pupil strategy meetings with SMT

The Deputy Headteacher

- Monitors and intervenes with those who are not responding at Head of Year level.
- Monitor strategies put in place at pupil strategy meetings
- Record parental contact and meetings.
- Discuss with Head Teacher those in danger of exclusion

The Head teacher

- Monitors those who are not responding to the school policy and appropriate action will be taken.
- Follow LA guidelines on exclusion.

Any member of staff who witnesses a severe act of violent or abusive behaviour must complete a serious incident form. (Appendix 1)

The Deputy and Head Teacher monitor the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The policy will be formally reviewed each academic year.

The Head and Deputy keep a record of any pupil who is suspended for a fixed term or who is permanently excluded.

Outside of school:

At Westacre, we pride ourselves on the relationships we build with our parents and families. We encourage parents to contact us if there are any concerns or if support is needed with their child's behaviour at home. Where appropriate school will liaise with outside agencies to gain support and advice. Details of who we work with are outlined in the school Early Help Offer which can be found on the website in the Safeguarding section.

Pupils wear their uniform to show that they are a pupil of Westacre Middle School. Parents and pupils should be aware that there is an expectation that children behave respectfully and appropriately when in, and out of, school; especially when in their uniform. Children need to ensure that they do not negatively impact on the reputation of the school when travelling to and from school and are wearing school uniform. The school reserves the right to take any reasonable action as a result of breaking its rules and regulations by any pupil when he/she is on or off site in school uniform or can be identified as a pupil of our school.

We recognise at times children argue outside of school and we ask all parents to reinforce the message that school is a place of learning and any disputes outside of school should not be brought in to school. However, if a pupil has used the internet or a mobile phone outside school to harass or intimidate another student or member of staff, school will work with families to sign post them to the appropriate authorities to report these serious allegations.

The Governing Board

The governing board will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

Appendix 1

Serious behaviour incident

Child's name: _____



Headteacher: Mrs D M Evans

Date	Incident	Action Taken	Staff



Westacre Middle School expects good behaviour

Inspire. Challenge. Achieve.

We always want you to do your best and allow others to do their best.

We recognise and reward good behaviour and learning.

- Always try your best
- Follow instructions
- Be polite
- Ask for help when needed
- Set a good example and always show kindness to one another
- Always tell the truth
- Respect other people, their views, their belongings and their work
- Work co-operatively.
- Walk around the school sensibly



Consequences of unacceptable behaviour:

- Listen to the adults and take a moment and think about how you should be behaving and take the opportunity to put things right.
- Your teacher may ask you to move seats to move away from any distractions and for a chance to calm down, reflect and to do your work silently
- You may go to the calming chair to take some time to calm down and get ready to go back to your learning
- You may have to go and work in the Head of Year's room.
- Your parents will need to be told about poor behaviour choices.
- If you are violent or abusive you will be asked to leave the room immediately and your parents will be asked to come in to school. You will have to go in to refocus.
- You may be put in refocus for repeated poor behaviour choices
- If you consistently refuse to follow our school rules you may be suspended or excluded from the school.

It is always important if things go wrong that you have an opportunity to take part in a Restorative Conversation so that you can think about why you might have made a wrong choice, how it has affected people and how you can put it right.

