



## Behaviour Policy

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| Date updated                     | Autumn 2025                     |
| Reviewing Committee              | Curriculum, Teaching & Learning |
| Date Policy Approved             |                                 |
| Date of next review              | Autumn 2026                     |



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## 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 learning 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 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Behaviour expectations:</b> <ul style="list-style-type: none"><li>• Always try your best</li><li>• Never talk when someone else is talking</li><li>• Follow instructions straight away</li><li>• Be polite</li><li>• Ask for help when needed</li><li>• Set a good example and always show kindness</li><li>• Always tell the truth</li><li>• Respect other people, their views, belongings and work</li><li>• Work co-operatively.</li><li>• Walk around the school sensibly</li></ul> | <b><i>Unacceptable behaviour includes:</i></b> <ul style="list-style-type: none"><li>• <i>Violence or aggression</i></li><li>• <i>Hurting other people's feelings</i></li><li>• <i>Deliberate disobedience</i></li><li>• <i>Showing a lack of respect</i></li><li>• <i>Rudeness</i></li><li>• <i>Using unacceptable language</i></li><li>• <i>Deliberately damaging property</i></li><li>• <i>Disrupting teaching and learning</i></li><li>• <i>Discrimination</i></li><li>• <i>Threatening behaviour including bullying</i></li></ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Whole School System for Behaviour Management:

Behaviour expectations are explained at the start of each academic year, and these are displayed in every 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

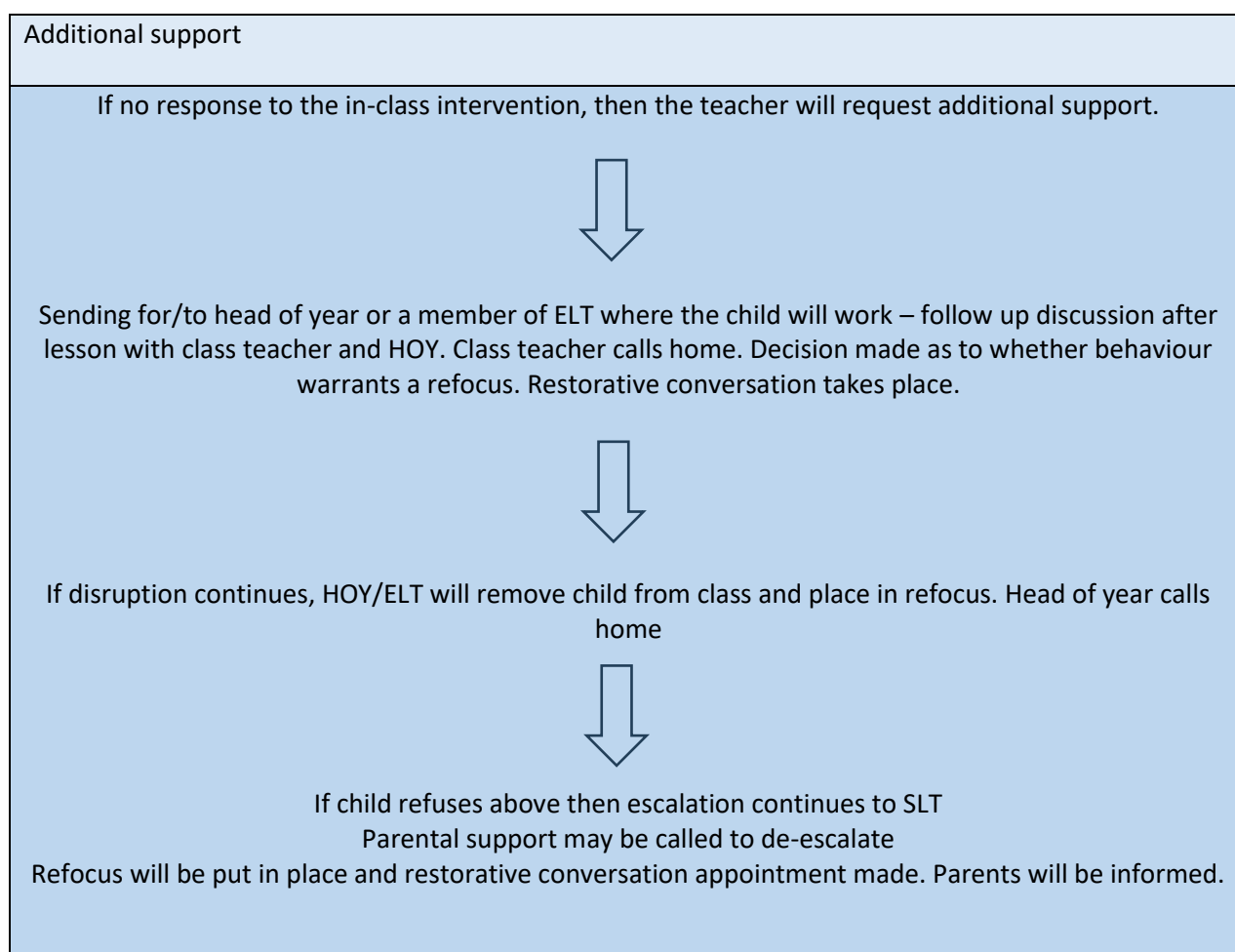
## Classroom Management:

All staff are responsible for setting the tone and context for positive behaviour within school and will complete the following actions in order to create and maintain a highly engaging learning environment where respectful relationships sit at the heart of classrooms.

- Greet each pupil as they arrive in the morning with a 'Morning greeting'
- Establish clear routines using the visual timetables to support
- Always insist on silence when speaking
- Ensure your class are appropriately supervised and calmly moving around the building
- Communicate expectations of behaviour through verbal and non-verbal means
- Highlighting and promoting good behaviour
- Concluding the day/lesson positively with all children
- Responding in a consistent and respectful way when behaviour does not meet expectations, referring to the displayed expectations

## Support for behaviour challenges:

| In class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Variety of behavioural management techniques to encourage child to make positive choices such as: <ul style="list-style-type: none"><li>• Positive reinforcement</li><li>• Clear explanation of what is going wrong (use displayed expectations)</li><li>• Quiet reminder</li><li>• Use of timer</li><li>• Moving seats</li><li>• In class de-escalation</li><li>• Distraction techniques</li><li>• Recognition of positive choices</li><li>• Keep in at break or lunch time with class teacher to debrief about behaviour</li></ul> |
| Immediate EXIT CARD for violence/abusive language, danger to self/others/property.<br>SLT to be called for. Pupil to be in Re-focus with HEAD OF YEAR. Parents/Carers to be informed immediately,<br>meeting with HEAD OF YEAR/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/Head of year/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/Head of year/SENCO (if SEN involvement)/parent/child/pastoral rep.
- Monitoring meeting lead by HEAD OF YEAR 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?

### Lunchtime Behaviour:

At lunchtime, the lunchtime supervisors play a key role in promoting positive pupil behaviour. Our staff are trained and model good positive play behaviours. The appropriate behaviour management strategies will be used to de-escalate incidents of poor behaviour:

- Take the child aside – explain unacceptable behaviour (refer to expectations)
- De-escalation techniques
- Use of praise for normal behaviour
- Try to engage child in a positive play experience

If poor behaviour continues the child will need to be brought off the playground and taken to a member of SLT. A lunchtime detention to be completed at the next earliest opportunity. A member of SLT will record the detention and inform the class teacher who will contact parents.

#### Lunchtime Detention:

Will be also 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:

This is when a child's behaviour has escalated, and it is deemed appropriate for the child to work in another year group where there will be no peer disruptions. Children can attend Re-focus for a day or any specific period. This is deemed a serious consequence and is only considered once other strategies have been attempted. Children will be given a comfort break and opportunity to walk in the fresh air during the day. This will occur after a red card during a lesson, ongoing non-compliance or an 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 logbook tailored for helping pupils who are making poor behaviour choices to start to take responsibility for their behaviour. The class teacher, head of year 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 suspension or exclusion. The class teacher, head of year, 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.

If the support in school is not having an impact, it may in a small number of cases, be deemed necessary to direct a pupil's provision to another setting, to support them. The decision to arrange an offsite direction can only be made

by the governing body of the school, unless they have delegated responsibility to a committee or other person in school. In the case of Westacre Middle School, the governing body delegates this responsibility to the Headteacher.

Any use of an Alternative Provision Setting or another mainstream school will be based on an understanding of the support a pupil needs to support their behaviour and engagement in education, as well as any SEND or health needs. Offsite direction may only be used to improve future behaviour and must not be used as a sanction. Offsite direction will only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate for the pupil in question. We work closely with Worcestershire Local Authority, who fully support the strategy to use offsite directions to support pupils in improving their behaviour, or where they experience social and emotional difficulties that prevent them from accessing their learning. The Headteachers will ensure that the rationale and arrangements for the offsite direction are clearly communicated with parents, as per Local Authority guidance.

An offsite direction would ordinarily be for a fixed period, including reviews of the placement. At the end of a successful offsite direction, there is the option to convert to a managed move, which is a permanent move of school. This decision is made with the agreement of all parties. Westacre Middle school follows the guidance produced by Worcestershire County Council, Offsite Direction Protocol for Worcestershire Schools including conversion to Managed Move (September 2025), when making any decision of this nature.

## **Suspension and Exclusion**

In a minority of cases following a severe incident or ongoing non-compliance there may be a need to consider either a removal from class, suspension or permanent exclusion as an immediate consequence. A removal from class, suspension or permanent exclusion may also be considered when the range of interventions and consequences identified have not led to an improvement in a child's behaviour. This decision is made by the Headteacher, in conjunction with the Senior Leaders or the Deputy Headteacher acting in the Headteacher's absence and adheres to the school's Suspension and Exclusion Policy. Removal from class is where a pupil, for serious misbehaviour or disciplinary reasons, is required to spend a limited time out of the classroom (this will be for no longer than one day).

## **Mobile Phones and Smartwatches**

Mobile phones in school risk unnecessary distraction, disruption and diversion and so in line with Government guidance, the use of mobile phones is prohibited throughout the school day. Mobile phones are not allowed to be switched on until pupils have left the school gates. Taking mobile phones on educational visits or residential visits is prohibited. Other devices which allow communication or use of smart technology, such as smartwatches are not allowed in school.

## **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.

#### **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 will work in collaboration with parents to solve the situation. (See anti bullying policy)

#### **Restraint and physical intervention**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. If staff become aware of, or have a need to become involved in, situations where a child may be at risk of committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils, staff may need to take steps to intervene physically. In these circumstances, staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy (Positive Handling Policy) may do so on request.

Confiscation and searches Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. The Headteacher, and in their absence another member of the Senior Leadership Team authorised by the Headteacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

List of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images

Mobile phones and smartwatches - Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property of any person (including the pupil). The

authorised member of staff may search the pupil's outer clothing, pockets, or possessions or in the presence of another member of staff and the pupil. Any incident of a search of a pupil or their possessions is recorded.

#### 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/Carers

Parents/Carers 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 ELT

#### 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.

#### **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.



**Headteacher: Mrs D M Evans**



**Appendix 1**

**Serious Behaviour Incident**

Child's name: \_\_\_\_\_

| 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  
Never talk when someone else is talking  
Follow instructions straight away  
Be polite  
Ask for help when needed  
Set a good example and always show kindness  
Always tell the truth  
Respect other people, their views, belongings and work  
Work co-operatively and do not disturb others  
Walk around the school sensibly and safely

#### **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 another room
- You may be sent to the Head of Year's room to discuss your behaviour
- Your parents will need to be told about poor behaviour choices
- Your teacher may keep you in at break or lunch to complete work or discuss poor behaviour choices
- If you are violent or abusive you will be asked to leave the room immediately (an exit card) 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.*

