

WESTERTON PRIMARY ACADEMY



A member of



Positive Behaviour and Discipline Policy

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Behaviour Principles – The Six C's

We aim to promote an environment where everyone feels happy, safe and secure.

Courtesy

- We consistently show respect, politeness and acknowledgement of others.

Consideration

- We consider the impact of our actions on others.

Commitment

- We are committed to our own success and support the success of others.

Consistency

- We put every effort into all aspects of our education and wider school life.

Co-operation

- We promote good relationships, so that individuals can work together in an effective and considerate way.

Citizenship

- We make a positive contribution to the school and wider society.

This policy operates in conjunction with the following school policies:

- Mental Health and Wellbeing
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Handling Plans / Individual Pupil Risk Assessments
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

Praise and Rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only the work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for positive behaviour include 'Citizen award' given weekly, which will lead to the Citizen of the year award.

Positive Behaviour Strategies – 'Going for Gold'

Good behaviour is celebrated fortnightly in achievement assemblies. Good work is recognised by teachers, and pupils have the opportunity to show good work to Phase Leaders, Senior Leaders and the Principal.

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately and proportionately to each individual situation.

We use a 'Going for gold' system as outlined within the following table:

Gold	To achieve gold, children must show extraordinary thirst for learning and support for others. Children uphold the school rules, including the Six Cs consistently and are a model citizen across the school and within the local community.
Silver	To achieve silver, children must show consistently outstanding work and behaviour while on bronze.
Bronze	To achieve bronze, children must have shown consistently good work and behaviour while on green.
Green	All children start the day on green if they have regressed to amber or red. Consideration for the individual circumstances of children and the context of the class is made (individual behaviour plans may be in place). Children will receive one warning that will result in them remaining on green. When a warning is given the adult must speak with the child discretely to explain the reason for the warning and to find out why the child may be upset or defiant. Staff will remain patient and apply strategies in an attempt to defuse the situation.
Amber	Once on amber discretely remind the child how they can once again work towards green and how it can be achieved. If behaviour persists whilst on amber one further warning is given, with the adult discretely explaining the reason for the warning and to find out why the child has continued to remain upset or demonstrate poor behaviour. Once again, staff will remain patient and apply strategies in an attempt to defuse the situation. Staff will remind the child of the consequences of going to red. At all times children have the opportunity to correct their behaviour and move back towards achieving gold.
Red	Consequences of red <ul style="list-style-type: none"> • Removed to a neighbouring class for time to reflect and complete work (10 mins) • At the end of the 10 mins the teacher will request 3 mins for reintegration which will be outside of lesson time • A red letter will be sent home and parents will be contacted to explain the reasons for the move to red (this will be approved by the Principal) • Parents may be invited to a meeting with the class teacher or phase leader to discuss next steps to improve behaviour and resolve any concerns • At all times children have the opportunity to correct their behaviour and move back towards achieving gold.

Definitions of Behaviour

Low level - As defined by Ofsted 'Below the radar: low-level disruption in the country's classrooms.'

- Talking unnecessarily or chatting (conversation is not focused on the task or learning intention set)
- Calling out, purposely making noise, disrupting the learning of others.
- Being slow to begin work or follow instructions
- Showing a lack of respect for each other or staff (answering back or questioning instructions).
- Fiddling with equipment.
- Not sitting appropriately / turning around / fidgeting, swinging on chairs.

Classifications of problematic pupil behaviour (Cameron 1998)

- 1: aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language);
- 2: physically disruptive behaviour (e.g. smashing, damaging, or defacing objects, throwing objects, physically annoying other people);
- 3: socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums);
- 4: authority- challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non verbal behaviour, using pejorative language);
- 5: self-disruptive behaviour (e.g. daydreaming, reading under the desk).

Consideration for Behaviour

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school has a dedicated Mental Health and Wellbeing team alongside the Inclusion team to support all pupils across the school.

We aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Mental Health and Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Roles and responsibilities

The Local Committee has delegated responsibility from the Trust Board for the following:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, **age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation**.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.

The Principal is responsible for:

- The day-to-day implementation of this policy.
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH / hidden disability-related drivers of poor behaviour.
- Reporting on the health, safety and welfare of all children in the school to the Local Committee and Trust Health & Safety Committee.
- Recording serious incidents and breaches of this policy.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and ensuring appropriate sanctions in line with this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the L on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- The responsibility of giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Mental Health and Wellbeing Policy.

The SENDCO is responsible for:

- Collaborating with the Trust, Local Committee, Principal and the Mental Health Lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- School rules are enforced, fairly and consistently.

- Informing parents or carers of incidents of poor behaviour or the welfare of a child in their class. Similarly, they report on progress made and positive outcomes/ behaviour.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration the SENDCO and, where appropriate, with parents and the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class including those with SEND.

All members of staff, including teaching, support staff and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for **every** pupil.
- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO.
 - Principal.
- As authorised by the Principal, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when the behaviours occurs out-of-school.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and supporting the school in implementing them.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting the school when implementing any sanctions where required.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal or Deputy Principal. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

Positive Handling

Members of staff in school have had Team Teach training. Team Teach is an accredited provider of positive behaviour management training, which equips staff to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships. In extremely challenging situations, where adults in school have concerns about the safety of a child, other children or themselves, staff who have had Team Teach training are able to use 'safe-holding' methods. Safe-holding children will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All incidents where positive handling has taken place are recorded in the 'Positive

Handling' log retained by the Principal and incidents are reported to parents/ carers; the Local Committee (in anonymised format) and Trust Board as required.

Rainbow Rooms

The school has two Rainbow Rooms which can be used by pupils to self- regulate. These rooms can be accessed by the pupils when they feel dysregulated. They may also be used to provide a safe space for children to be withdrawn to. Staff members will ensure that the pupil's health and safety is not compromised during their time in the Rainbow Room and that any additional requirements, such as SEND needs, are met. Pupils will be supervised while in the Rainbow Room.

The amount of time that a pupil spends in a Rainbow Room will be up to the school to decide. The school will ensure that the pupil is only in a Rainbow Room for the period of de-escalation and/ or in order to maintain their own health and safety and that of others. Once this is determined the child will be encouraged to exit the room and return to their classroom.

Restrictive Interventions (Including use of reasonable force)

There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the academy or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which stops a student or limits their movement, and this may or may not include direct physical contact such as holding. This will be avoided where at all possible.

Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.
- Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The academy recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others.

The academy will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident.

Reporting will also be made available to parents where there is a significant use of force.

Seclusion

Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

- Physically obstructing the pupil's way of leaving the place,
- Securing the place so that the pupil cannot leave it, or
- Causing the pupil to believe that they will be punished if they leave the place.

Reporting of Restrictive Intervention and Seclusion

Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing.

The academy will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the academy's duties under the Health and Safety at Work etc. Act 1974.

The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

Records of restrictive interventions are recorded on the academy's safeguarding system (CPOMS). In addition to forming part of the individual pupil's safeguarding and educational record, data from CPOMS will be collated and anonymised at school level to support monitoring, analysis and governance oversight.

Anonymised information relating to the use of restrictive interventions will be reported to the Local Committee and Trust Board on a regular basis to enable oversight of compliance, identification of patterns or disproportionality, and evaluation of the effectiveness of behaviour and support strategies.

Internal suspension

Where the suspension of the child is either deemed to be a safeguarding risk or it is felt the suspension will not be seen as a sanction but rather a positive event the child will be internally suspended. Internal suspension will be held within a safe space at Westerton Primary Academy.

Reasons for internal suspensions held at a Trust Academy would be physical aggression or injury to a member of staff or pupil where a fixed term suspension is felt not to be appropriate.

Fixed Term Suspension

The Academy may implement a fixed term suspension in response to a serious incident, or persistent misbehaviour resulting in disturbing the learning of others. All incidents are investigated fully, and children are given the opportunity to make a verbal statement. The Principal will consider all suspensions in line with current regulations. Where suspensions are issued, telephone and/or letter will inform parents about the nature of the incidents. Children will be issued with work for the period of their suspension and a re-integration meeting will be held with parents/ carers prior to readmission. During days 1-5 of a suspension, parents are legally responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place without reasonable justification.

Permanent Exclusion

In rare and exceptional circumstances, the Principal reserves the right to permanently exclude a pupil in line with current guidance. The Academy's process of excluding a pupil is fair and equitable to pupils from all groups/ backgrounds. Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils, irrespective of their gender, ability or disability, ethnicity or their religious persuasion.

Alternative Provision Off Site

There are times when a child's behaviour is extreme, and they cannot access the mainstream education despite all of the support the school can offer. After meetings, interventions, outside agency support, discussions with parents and IPRA's being in place, it may be deemed necessary for the child to attend an alternate provision, such as Reach. The child would remain on roll at Westerton Primary academy, but they would be educated at the alternate provision. It would be necessary for the school to ensure there were safeguarding measures in place and that the provision was suitable for the child. This provision would be a temporary arrangement, always with the aim of reintegration back to Westerton Primary Academy.

The Equality Act 2010 and Infringements

Disability, Age, Gender, Gender Re-assignment, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation. Where transgressions occur, these will be addressed in accordance with the law and with regard to council and police procedures.

Off Site Visits and Residentials

Pupils at the school must agree to represent the school in a positive manner. This applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school may impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Leodis Complaints Procedures Policy and, where appropriate shared with the police.

Monitoring and review

This policy will be reviewed by the Principal, SLMT and Mental Health Lead on an annual basis or in line with revised statutory guidance. They will make any necessary changes and communicate these to all members of staff, parents and governors.

The Local Committee will review the policy alongside the Principal.

As part of its monitoring role, the Local Committee will receive anonymised summary information relating to the use of restrictive interventions, drawn from CPOMS records, to support its responsibilities for safeguarding oversight, policy compliance and continuous improvement.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.