



Promoting Positive Behaviour Policy

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Aims

At West Park Primary School, we believe that the development of positive learning behaviour and the establishment of positive relationships with others are the foundations for the success of our learners and of the school as a whole. This policy aims to set out the part the school and parents play in establishing these foundations and how it motivates its learners, children and adults alike, towards their development. Within our school community everyone has rights, but also has the responsibility to ensure that the rights of others are respected. It is for this reason that the starting point of this policy is to set out what these rights and responsibilities are. These are the agreed principles of all the school community, including children, parents, staff and governors and have been arrived at through consultation with all these parties.

Visions and Values

This policy has also been written in conjunction with the Trust principles for behaviour (see below).



We have 3 simple school rules, which underpin all behaviours that all stakeholders will exhibit:

Be Ready

Be Respectful

Be Safe

Our rules and Trust principles are underpinned by well-understood and consistent approach to rewards and consequences. Rewards are given to acknowledge positive behaviour in all areas of school life and there are consistent consequences to ensure that behaviours which contravene the school rules and/or values are dealt with in a timely, fair and consistent manner.

In order to further promote being ready, respectful and safe, we believe that:

- Children have the right to be treated with respect by all people irrespective of age, gender, colour, status or disability.
- Children have the responsibility to respect all others within our community.
- Children have the right not to be bullied in any way, shape or form.
- Children have the responsibility not to bully others and to report any bullying we see.
- Children have the right to feel safe in and around school.
- We have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.
- Children have the right to an education and to learn according to our ability.
- Children have the right to express their opinions and to be heard.
- Children have the responsibility to allow others to express their opinions and to be heard.
- Children have the right to expect that our possessions will be safe in and around school.
- Children have the right to play in safety.

Our ultimate vision is to help raise children's aspirations, helping them to become life-long learners by developing skills which will equip them to succeed.

We believe that every child can fulfil their potential and we aim to develop a child's wider well-being by:

- developing a love and enjoyment of learning
- encouraging them to form friendships
- inspiring each child to become an effective learner and achieve the highest educational standards that they possibly can;
- encouraging children to develop a high standard of morality and contribute positively to the school and wider community;
- recognising and nurturing each child's individual talents;
- promoting healthy lifestyles through a range of opportunities in and out of school; • ensuring good attendance at school

- engaging and helping parents to actively support their children's learning and development;
- safeguarding children
- actively tackling all forms of bullying, discrimination and harassment.

We are dedicated to working towards ensuring that all children to grow into self-motivated, self-disciplined, confident and independent young people, who are patient, honest, tactful and sensitive to the needs of all around them.

In order for children to develop these qualities we aim to:

- have a consistent whole school approach to behaviour and discipline;
- support high standards of learning;
- foster positive relationships within the school community so that children can see the benefits of good behaviour;
- nurture all children's sense of self-worth;
- ensure that all members of our school community (children, staff, parents & governors) live by, and be role models for, our school values
- promote respect for others, their property and for the environment;
- encourage the children to think about and take responsibility for their behaviour and to consider how it might affect others around them;
- help everyone understand and accept that actions and choices have consequences for them and others;
- promote positive relationships between school and parents;
- use a variety of rewards and strategies to promote high standards and behaviour;
- celebrate good behaviour.

Whole School and Community Approach

It is the responsibility of all stakeholders, including staff and parents to promote and encourage positive behaviour of pupils, both in school and out of school. A consistent and fair approach is central to an effective whole school and community approach.

School Behaviour Definitions

At West Park, we expect pupils to be **Ready**. Examples of this include: listening to the member of staff speaking, listening to peers, contributing to lessons, focusing on the task, having resources ready etc.

Unprepared and Disinterested Behaviour (not ready) can be defined as:

- Being off task / not following instructions
- Distracting others
- Poor punctuality
- High levels of absence

At West Park, we expect pupils to be **Respectful**. Examples of this include: using an appropriate tone of voice and appropriate language, taking turns, holding the door, sharing resources and equipment etc.

Disrespectful Behaviour can be defined as:

- Shouting out/Talking over the teacher
- Disrespectful verbal outbursts and physical mannerisms (answering back, rolling eyes and shrugging shoulders) towards peers and staff
- Racist, prejudice or discriminatory behaviour (See Anti- Racism Policy and Single Equality Plan

for further details)

- Being verbally un kind to a peer
- Not sharing /Snatching resources from a peer
- Inappropriate sarcasm (Laughing at others expense)
- Purposely leaving someone out
- Swinging on chair
- Getting up out of seat without asking to get something (if not appropriate)
- Dishonesty
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

At West Park, we expect pupils to be **Safe**. Examples of this include: following adult instructions, using hands and feet safely, using resources and equipment appropriately, walking in the school building etc.

Unsafe Behaviour can be defined as:

Level 1:

Walking away from a member of staff

Swearing

Level 2:

Refusal to follow a reasonable instruction from a member of staff to keep the pupil and his/her peers safe, avoiding any further negative behaviour

Level 3:

Extremely disruptive (shouting at peers/teacher, banging on desk, out of seat and refusing to return)

Level 4:

Unsafe Destructive behaviour (Destroys/throws work, Vandalism, Theft, Kicks chairs, Kicks doors, fighting)

Level 5:

Unsafe Harmful behaviour (Pushes Staff, Hits/Kicks staff, Crisis)

Absconding from school

Whole School Behaviour Management Approach

Our whole school behaviour approach is much more than this policy. It is about what everyone in the school and parents/carers do, how they behave, and what expectations are set and taught. It is how we demonstrate the values and ethos of the school.

We recognise that in order to improve and maintain positive behaviour in our school, all staff must know and understand their pupils and their influences. When required, pupils will have an advocate, someone who will listen to them, someone who is determined to help them overcome that barrier.

We believe that if the individual needs of pupils are met, incidents of challenging behaviour can be kept to a minimum. Therefore, the quality of relationships between staff and pupils are a major determinant of good behaviour and a positive ethos in the school.

We recognise that good order is unlikely to be achieved unless all staff adhere to the established school behaviour plan, agreed routines, social norms and individual boundaries of behaviour, which are well defined and understood by both staff and pupils.

Parents and carers' contribution are acknowledged as an essential part of the effective management of behaviour in school. It is important that parents/carers and staff are working towards common goals and through consultation aim to ensure management strategies are agreed and supported.

We know that motivation, praise and responsibility are effective tools in generating good behaviour. Therefore, staff use a variety of methods to motivate and encourage

children to work and behave appropriately, ranging from verbal praise, stickers, the award of Class Dojo points and phone calls home to parents.

Behaviour Management Strategies

We promote 4 key behaviour management strategies.

1. Relational Approach

At West Park, we aim to follow a relational approach to behaviour, where behaviour is seen as the communication of a need. There are three main components to the model: Developing Relationships, Responding and Calming and Repairing and Restoring.

<p>Developing Relationships</p>	<p>In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school. This is done through providing relational support in the form of protection, connection, understanding and care.</p>
<p>Responding and Calming</p>	<p>Responding and Calming involves keeping calm, regulating emotions and managing crisis.</p> <p>The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment.</p> <p>Most children will at some point overstep a boundary and will need reminding about agreements and expectations.</p> <p>We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries.</p> <p>Children who experience strong emotions that lead to harmful or challenging behaviour will need skilful co-regulation to enable them to be calm and develop their capacity for regulation. How we respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.</p>
<p>Repairing and Restoring</p>	<p>Repairing and Restoring involves resolving conflict, repairing harm and supporting change. Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused.</p>

	<p>Applying a restorative framework following conflict or when incidents have taken place can be far more successful in supporting understanding and learning than a punitive approach.</p> <p>Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills.</p>
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2. Clear and Consistent Routines

We believe that clear and consistent routines need to become a deeply engrained habit, through consistent teaching and practising of each element of each routine. All staff will ensure that these routines are maintained and will take time to teach the pupils each routine so they understand what is expected of them.

Routines include:

Lining up inside and travelling around school

In order to stay safe, pupils should:

- Always line up quietly
- Avoid placing their hands in their pockets
- Avoid leaning on walls

Adults should:

- Always lead at the front of the line of pupils

Leaving the classroom for Break, Lunchtime and at the end of the day

In order to be respectful, pupils should:

- Always line up quietly in their classroom
- Walk quietly through school
- Keep to the left and walk single file especially through doorways to allow for those travelling in the opposite direction
- When inside the cloakroom, avoid standing on others' coats that have fallen on the floor in the cloakroom

Adults should:

- Always lead at the front of the line of pupils
- Ensure that pupils are managed well in the cloakrooms and pupils enter the space in small groups not whole classes to avoid crowding.

Lining up at end of Break and Lunch time:

In order to show they are ready, respectful and safe, pupils should:

- Stand still on hearing the first whistle
- Walk quietly to their class lines on the second whistle
- Stand quietly in their class lines until their teacher leads them into school

Adults should:

- Ensure that they are out on the yard to collect their class on time
- Ensure their class is quiet and ready to walk through school appropriately before entering school

Entering and Leaving Assembly:

In order to be respectful, pupils should:

- Always line up quietly in their classroom
- Walk through school quietly
- Enter the hall silently
- Sit down in straight class rows, arms folded and legs crossed and wait until the assembly begins

Adults should:

- Always lead their class into assembly at the front of the line of pupils
- Ensure that their class are on time for assembly
- Ensure that the class are silent and sitting ready for the start of assembly before leaving the hall
- Ensure that they are on time to collect their class at the end of assembly

Early Years Accessing Outdoor Space:

Pupils should:

- Put their coats on and as independently as possible fasten them.
- Line up quietly

Adults should:

- Always lead the children outside from the front of the line

Behaviour in Lessons

In order to stay safe, pupils should:

- avoid leaving the classroom without permission from the adult in the classroom, i.e. if they need to go the toilet

Adults will:

- allow pupils to leave the classroom for a reasonable request

In order to be respectful and ready to learn, pupils should:

- contribute to a caring and productive learning environment

3. Prevention and De-escalation Strategies

Prevention begins with the consistent implementation of a whole school policy and the application of a clearly defined structure for the management of behaviour. The most successful way to deal with any potentially difficult situation is to plan alternative strategies, to avoid occurrences of unacceptable behaviour. Effective prevention strategies include being consistent with routines and boundaries, sharing timetables with pupils, maintaining high expectations, giving clear instructions and praising positive behaviour. Pupils may also need reminders about the expectations and explicit modelling on how they can 'put it right'.

The key principles of de-escalation are: avoiding confrontation & conflict; staying calm and being aware of your thoughts and feelings; giving the pupil the power to make choices.

Body language is extremely important, so ensure that: you are not encroaching on the pupil's personal space; you do not block or corner the child; you use open-handed gestures; you work at the child's level if possible – sit down if it is appropriate to do so.

Verbal responses are also important. Try to: keep your voice calm and steady; keep the volume low; don't interrupt; leave pauses; use a reassuring tone; say little and give clear instructions; speak slowly; talk about an unrelated topic.

4. Praise in Public (PIP) and Reprimand in Private (RIP)

First and foremost, we promote positive behaviour as an effective behaviour management strategy. We adopt the **RIP (Reprimand in Private)** and **PIP (Praise in Public)** approach to behaviour management.

PIP is promoting positive behaviour by recognising and acknowledging when a pupil is demonstrating being ready, respectful and/or safe by giving verbal praise. All adults in school should notice when pupils are making positive choices with their behaviour and

praise them as such. Praise should be specific ('I really liked it when you said thank you to your friend.') and linked to Ready, Respectful and Safe ('You are showing me that you being safe by walking smartly in the line.')

Rewards and Positive Praise

Rewards and positive praise are given for pupils who demonstrate consistently good behaviour and improving behaviour.

Rewards may include (this is not an exhaustive list):

- Stickers
- Dojo points allowing parents to receive notifications of positive behaviour and which go towards Bronze, Silver, Gold and Headteacher's Awards
- Class Merits – pupils can earn their class a merit for consistently demonstrating being ready, respectful or safe. Once the class chart is full, the class earn a treat they can decide upon themselves
- Topic/subject specific praise and rewards:
 - Writer of the Week
 - Attendance certificates
 - Sports certificates
- Ad Astra Stars Postcards (Support, Togetherness, Achieve, Respect and Success)
- Golden Time – all classes achieve golden time at the end of the week

RIP is having a dialogue with a pupil, out of the earshot of others if necessary to avoid embarrassment, about the negative behaviour they are displaying and how they can change their behaviour in order to be ready, respectful and safe. In this dialogue with the pupil, staff will seek to find a possible reason that the pupil may be displaying this behaviour. We ensure that pupils understand that they are responsible for their own behaviour. All staff reinforce to the pupils that it is their chosen behaviour at that time that is incorrect; staff will not use the word '*naughty*'. Pupils will understand that their chosen negative behaviour does not define them; it will be used as a learning point instead. When there have been incidents, pupils are always encouraged to tell the truth and reminded that if they are dishonest, it could lead to further consequences. Pupils will always be expected to make a sincere apology to the appropriate staff or peers when appropriate.

Physical Intervention/Positive Handling/Reasonable Force

Principles and Law

School staff have a statutory power to use physical intervention:

- To prevent pupils from hurting themselves or others
- To prevent from damage property
- To prevent a pupil from causing disorder or committing a criminal offence.

Schools CANNOT use force as a punishment.

In accordance with DfE statutory requirements, which state that:

*“There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. 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. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. **‘Reasonable’ in these circumstances means ‘using no more force than is needed’** The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom*

(‘Keeping Children Safe in Education’ – Revised Guidance January 2021, Page 32, Paragraph 127)

And in accordance with DfE advice for schools on the Use of Reasonable Force in Schools July 2013 which states:

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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In West Park Primary School, we follow the principles of a Positive Handling approach to behaviour management. A number of staff in school are trained in Physical Intervention strategies. Individual pupils who are known to present a challenge will have individualised strategies for responding to incidents of violence and aggression, and, where appropriate, include directions for using physical interventions, Individual Behaviour Plans and if necessary Individual Risk Assessments.

The Headteacher has authorised all teaching staff who have up-to-date training, to use physical intervention. This must be within the guidelines of the Positive Handling approach and all staff are fully trained in the use of Physical Intervention.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically intervene to prevent pupils from threatening the safety of themselves or others, damage to property, pupils from committing a criminal offence and/or to

prevent a pupil from causing disorder within a classroom or the wider school (including school premises).

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.

If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers will be informed as soon as practically possible in each and every instance (unless they have otherwise requested).

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:

- give clear instructions, warning the pupil of the consequences of failure to comply and
- remain calm throughout, explaining to the pupil that they are unable to allow them to damage or hurt others, and once they have calmed down and are no longer posing a threat, they will be able to cease the intervention and
- summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the initial member of staff suffering bodily harm. There will also be a witness if the pupil or parents/carers subsequently make allegations of assault.

When using physical intervention, the following principles should be observed

- Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment.
- The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied.
- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause harm. Only the necessary minimum force, to prevent injury or damage, should be used.
- Staff should be aware of their own feelings and how they may affect the situation, i.e. staff should avoid restraining a pupil out of feelings of anger.
- Central concern must be to return to normal as quickly as possible.
- All incidents requiring physical intervention should be reported to a senior member of staff and recorded as soon as possible after the incident on the relevant school's own Incident Report Form (See Appendix 2) which are reviewed/updated on a termly basis and uploaded to CPOMS.

Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

Review

It is important following any incident that every effort is made to discuss what happened and why. An opportunity for this is included in the Incident Report which will be completed following the use of Team Teach.

Support will be needed to focus on the staff and pupil directly involved, to discuss what provoked the incident. It is important that the pupil faces up to the problem and its consequences and is helped to realise that a more positive and acceptable approach could have been adopted and therefore an opportunity for pupil reflection this will all be logged on CPOMS.

It is important for staff to reflect on the incident and their own management which will be completed through recording the incident on CPOMS.

Consequences and Sanctions

Sanctions will be given for unsafe, unprepared or disrespectful behaviour. We believe that sanctions must be reasonable, proportionate and fair to the circumstances of the case. We also believe that consequences are more likely to promote positive behaviour if pupils see them as fair. When applying a sanction or sanctions, staff should always take care that they:

- Make clear they are dealing with the behaviour, rather than stigmatising the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;

Reframe language, ensuring they are emphasising the positive option rather than labelling negative behaviour (e.g. 'Please walk in the corridor, that will keep everyone safe,' rather than 'Don't run!')

- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- (wherever possible) Use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- (when appropriate) Use sanctions to put right harm caused;
- Never issue a sanction that is humiliating or degrading;
- Use sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used) and that they attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

If a child is not complying with an adult request, or following the school rules, staff will use language of choice, making explicit to the child what they expect and what will happen if they do not meet the expectation. Language of choice is about giving the child some control over the outcomes but, as an adult, being in charge of the process and the structure within which you work. The adult also sets the choices and the boundaries.

E.g:

'I would like you to join the line please. If you join the line, we will go into class together and continue with our morning. If you decide not to join the line, you will need to make up your lost learning time at a later point, during your dinner time.'

Repeated minor breaches of the school rules (Low level Behaviour)

- If a child displays any/some of the behaviours above, and de-escalation strategies have been used, they will receive a consequence. If the child chooses not to correct this behaviour, they will be expected to pay any lost learning time back in the next available time outside of lessons, such as break time, lunch time and after school. If a child has time to pay back after school, the parent will be phoned and the issue will be explained to the parent and a pick-up time will be arranged.

If the child continues, over a period of time, to display negative low-level behaviours and time has been taken from their break, lunchtime or after school has no impact, this must be logged on CPOMs (*CPOMS stands for Child Protection Online Monitoring System and is used by school for monitoring child protection, safeguarding and pastoral and welfare issues) and a discussion held between the staff member, Team leader and the Designated Safeguarding Lead (DSL) to identify any safeguarding issues that could be causing the behaviour. If no safeguarding issues are identified, parents must be contacted by the class teacher and teacher to work with parents to see if a solution can be found.

- Following this, if no improvement in behaviour is seen, parents to be contacted by class teacher and informed by the class teacher that the situation has not improved, so they will be seeking further advice from the team leader to resolve the issue. It will then be reported to the team leader for further support and advice.
- Once the team leader has dealt with the issue, they must inform the staff member of the outcomes. The team leader will add an action on CPOMS.
- The team leader may decide to put the child 'on report'. This report card for behaviour monitoring must be presented to the team leader at the end of each day for a week, the child will be sent to the HT (if the HT deem that there has been no improvement in the pupil's behaviour a formal meeting will be held with the pupil's parents). The team leader may decide that pupil works in isolation in the team leader's or Headteacher's office. For Early Years and KS1, this might mean working with the team leader. Alternatively, the team leader may decide

that the child loses a privilege.

Sanctions for Serious Misbehaviours & Repeated Serious Misbehaviour

- Report Card Issued
- Individual Behaviour Plan
- Break Time/Lunchtime Detention
- After-school detention for an agreed period
- Loss of attendance on school trip
- Time Out (see below)
- Special provision – i.e. Behaviour, Care and Wellbeing Plan sanction
- Review Behaviour, Care and Wellbeing Plan
- Formal warning letter from Headteacher (See Appendix 3)
- Fixed term exclusion
- Permanent exclusion

NB. The above bullet points are not a clear escalation route; the sanction applied will be most appropriate to the circumstances.

Individual Behaviour Plans

Individual pupils who present a challenge should have individualised strategies for responding to incidents of violence and aggression and where appropriate should include directions for using physical interventions – Individual Behaviour Plan and if necessary Risk Assessment. Staff and parents should agree this management plan and a copy placed in the pupil's file and sent to parents. It is the class teacher's responsibility to ensure all adults working with the pupil are familiar with the management programme.

Detentions

The Headteacher allows all teachers and support staff to issue detentions on any school day. The member of staff issuing the detention must ensure that the consequence is proportionate. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Whilst we acknowledge that is best practice to give parents and their child 24 hours advance notice of a detention, we try whenever possible to apply sanctions on the same day a misdemeanour has taken place. Because of this we ask parents that if a pupil is to have detention it should be carried out on the day of the misdemeanour. We will telephone parents and inform them that a detention is to take place. If a parent does not wish detention to place that day then a suitable alternative time will be sought.

Lunchtime Detentions

Staff allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside of school hours

When issuing a detention outside of school hours the member of staff should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the pupil.

Time Out

The school has a statutory power to remove pupils from the ordinary classroom environment for a period of time deemed appropriate to the safety of the other pupils (as well as the staff) or the class and the ordered continuation of lessons. This “withdrawal” to work in another area/space within school (known as ‘Time Out’) means that the relevant pupil will work with his/her assigned member of staff on work set by the teacher and usually lose breaks as part of the sanction.

A ‘Time Out’ period will usually be the result of a pupil’s violence towards staff or other pupils but may be the result of any behaviour deemed to threaten the safety of pupils or staff and/or the ordered continuation of learning in the classroom.

Following any ‘serious misbehaviour’, a restorative conversation should be held. This should only take place when anyone involved (pupils and staff) are regulated – usually, this will be a period of time after an incident has occurred. Restorative conversations will be facilitated by a Senior Leader and will support the perpetrator to see what went wrong, the effect this had on others (pupils and staff) and what should happen next time.

Off-site behaviour (inc. Educational Visits)

Sanctions may be applied where a pupil has displayed negative behaviour off-site when representing the school, such as on a school trip or on the bus on the way to or from school. In the event of a pupil displaying negative behaviour when representing the school on an educational visit off site, the Headteacher must be informed immediately by the party leader and the Headteacher may contact the parents of the pupil may be informed to collect their child from the locations to maintain the safety of their child and that of others.

Pupils’ conduct outside the school gates.

Teachers have the power to discipline pupils for not being respectful or safe outside of the school premises ‘to such an extent that is reasonable’. We aim to develop all pupils into positive, responsible and independent members of the school community, and therefore in response to non-criminal negative behaviour and bullying which may occur off the school premises and which is witnessed by a staff member or reported to the school, after consultation with the pupil’s parents, may result in the issuing of a school-based sanction according to the severity of the incident. A school-based sanction will follow, in consultation with the parent/s, when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school or wearing school uniform;
- In some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

Bullying

At West Park Primary School, all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully. Any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

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

Procedures with Regard to a Report of Bullying

All cases of alleged bullying should be reported to the Headteacher. In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. The incident will be logged on CPOMS in detail. Parents of both the perpetrator and victim will be informed.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. A further consequence may be imposed on

the perpetrator, such as missed break or dinner times. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed. This will be logged on CPOMS. If this is not the first incident, the perpetrator will be given a further, more serious consequence and a plan put in place to reduce the likelihood of repeated behaviour.

Exclusions – Fixed Term and Permanent

Exclusions will be the last resort after all possible support has been put in place for a pupil. We will work closely with appropriate agencies and parents to meet the needs of any individual at risk of exclusion. Only the Headteacher can exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently.

If a pupil is excluded then:

- Parents are informed immediately with reasons for the exclusion which is followed up in writing. For a fixed term exclusion, a return to school meeting is arranged for the pupil, parents/carers and the school. The headteacher will inform parents that they can appeal against the exclusion and the process for how this is done.
- The headteacher will follow LA and Trust guidelines for reporting of an exclusion.

All exclusions will be reported to the governing body.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school

Useful guidance:

DFE – Exclusion from maintained schools, Academies and pupil referral units in England – a guide for those with legal responsibilities in relation to exclusions updated September 2023.

This policy should be read in conjunction with the:

- Child on Child Abuse Policy
- Exclusions Policy
- Child Protection Policy
- Anti-Racism Policy
- Attendance Procedures

- Single Equality Plan

Appendix 1

Early Years

At West Park Primary School, we understand that children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. In our Early Years, children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to manage their personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The following information are areas of Personal, Social and Emotional Development that directly link to a child's positive behaviour development and are an integral part of the teaching and learning in our Early Years:

3- & 4-year olds will be learning to:	Examples of how to support this:
<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation.</p> <p>Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.</p>
<p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule</p>	<p>Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table</p>
<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Children with high levels of negative emotion need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.</p> <p>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</p>
<p>Begin to understand how others might be feeling.</p>	<p>Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</p>
<p>Note: Staff to watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	

Children in reception will be learning to:	Examples of how to support this:
Build constructive and respectful relationships.	<p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children’s play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary</p>
Express their feelings and consider the feelings of others.	<p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Undertake specific activities that encourage about talk about feelings and their opinions.</p>
Identify and moderate their own feelings socially and emotionally.	<p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p>

	Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
Think about the perspectives of others.	Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.
<p>Early Learning Goals linked to behaviour:</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>Managing Self:</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>Building Relationships:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs 	

Appendix 2:

PHYSICAL INTERVENTION INCIDENT REPORT

Name of child:

Class:

Date:

Observed by:

DETAILS OF INCIDENT

Time:

Place:

Antecedents (what happened prior to incident):

What behaviour was observed:

Kicking		Head Butting		Spitting		Abusive language	
Punching		Absconding		Threats		Damaging property	
Biting		Defiance		Disruptive		Self-harm	
Throwing/ Destruction		Pushing/pinching		Bullying		Other	

What may have been the cause of this behaviour:

Anger		Frustration	
Learned behaviour		Peer dynamics	
Conflict		Medication issues	
Psychological/ Psychiatric		Anticipate / Accept consequences	

Was the child informed before being held?

Yes		No	
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Physical intervention required:

Friendly hold		Single elbow standing		Single elbow seated		Figure of 4		Double elbow standing	
Dis-arming		Wrap hug standing		Wrap hug seated		Cradle hug		Guiding & escorting	

Other techniques used:

Reason for positive handling:

Committing a criminal offence		Prevent/interrupt absconding which could place them or others in danger or risk of danger	
Causing personal injury		Causing damage to property	

To ensure that the pupil leaves a classroom or work area if posing a danger to themselves or others		To move a student from A to B for their own safety or the safety of others	
Prejudicing the maintenance of good order and discipline		To protect the safety of the student and staff from the danger of injury	

Who was involved:

Action taken by person observing incident:

Referral to:

Class teacher

Headteacher

Parent

Signed:

Appendix 3:

First Letter to parents/phone call script that can be used by Class Teacher when informing parents

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second letter to parents/phone call script that can be used by Class Teacher when informing parents

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third letter to parents/phone call script that can be used by HT/DHT

Dear parent,

I am sorry to report that, despite your meeting with the class teacher to discuss your child's behaviour, _____, has continued to misbehave.

He/she would now benefit from a more structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with their class teacher, Lead Practitioner of SEND and myself to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____