



#AimHighSucceedBeHappy

Behaviour Policy

March 2024



Rationale

At West Meadows Primary School, we believe that positive behaviour and a positive climate for learning are essential foundations for ensuring a school community in which all its members can thrive and succeed. We believe that every member of the school and wider community has a collective responsibility to ensure that our school environment is safe and happy for all its members. We recognise the importance of creating sustained and meaningful relationships with our children and their families in order to support our children to make the right choices now and in the future.

'Aim High, Succeed, Be Happy.'

At West Meadow's Primary School we have the highest of expectations of both our children and ourselves. Our school motto reflects our vision of high expectations for all; opportunities for all to succeed in all aspects of school life and that all of our pupils feel happy and safe at school.

Our school values are:

- We have high aspirations
- We are proud
- We are kind
- We show respect
- We are a family
- We are happy

Our vision and values are central to all that we do. They underpin teaching and learning, decision making and provide a reflective environment which prepares our pupils as successful learners, confident individuals and responsible citizens.

Our Behaviour Policy Is Designed To:

- Identify the positive behaviours we want our children to demonstrate and how we will teach these to our children.
- Promote positive attitudes and value good behaviour.
- Provide an agreed framework for good practice and a consistent approach.
- Encourage a restorative approach to behaviour management.
- Help everyone to understand that following school rules is a basic expectation of all pupils.
- Encourage respect for others and the school environment.
- Create a co-operative, safe and secure environment for all.

Our School Expectations:

At West Meadows Primary School, we have clear expectations of all members of our school community:

- All adults connected with school are positive role models.
- We set clear expectations for behaviour.
- We teach and model expected behaviours.
- Mutual respect is shown between all members of the school community.
- Adults exercise calmness of approach in dealing with unacceptable behaviour.
- A clear set of rules, rewards and consequences is consistently applied by all in school.
- Preventative approaches such as inclusion, equality for all and appropriate learning support are in place to reduce the risk of unacceptable behaviour.

All children at West Meadows will:

- Use kind hands and kind words.
- Show respect and are inclusive and welcoming to all.
- Move quietly, calmly and safely around school.
- Show good listening skills.
- Engage actively in all lessons and always give their best including completing work set to a high standard.
- Be ready to start their learning at the start of each lesson so that learning time is maximised.
- Take responsibility for our actions and choices.

How We Support Our Children To Learn Positive Behaviours:

At West Meadows, we support all of our children to make the right choices and have good behaviour by:

- Teaching our school values, expectations and school rules through Collective Worship.
- Teaching our children to make the right and informed choices and to understand the consequences of their actions through our PHSE curriculum (1Decision).
- Teaching our children about British values and responsible citizenship through our PHSE curriculum and P4C.
- Using positive role models both in school, through visitors into school and through our curriculum design; and expecting all children, staff and members of our school community to act as good role models.
- Implementing a student leadership programme to model and support good behaviours in school and at playtimes, including our Sports Leaders, Anti-bullying Ambassadors and School Council / House Captains.

- Establishing clear routines that all children understand and can follow which are regularly revisited in class.
- All members of staff explicitly praising and rewarding good behaviours.
- Where additional support is required to support good behaviour, children may have bespoke interventions, for example additional support sessions with a member of the welfare team or additional resources (e.g. a visual timetable) to help support routines.

Rules, Rewards and Consequences:

Rules:

Children are clear on the expectations for behaviour and follow our school rules:

- Be honest, kind and helpful.
- Listen carefully to others.
- Look after our school and respect the property of others.
- Always try your best.
- Follow instructions.

We consider the following items to be inappropriate and should not be brought into school:

- Any item which will or is fashioned to cause injury (including but not limited to tools, sharp implements, catapults, needles).
- Sprays, aerosols and gas canisters.
- Lighters and matches.
- Chains, ropes or cables.
- Any solvents.
- Any offensive materials, books, magazines or images.
- Chewing gum or energy drinks.
- Our older pupils in Upper Key Stage 2 who walk home alone may bring a mobile phone to school however devices must be handed into the class teacher at the start of each day .

Rewards:

Positive behaviours are rewarded in several different ways:

- Verbal praise specific to the behaviour.
- Dojo House Points to reinforce and reward positive behaviours leading to a termly winning House reward.
- A class reward system which is age appropriate for the year group and based on rewarding the following of our School Rules.
- Weekly Celebration Assemblies to recognise good behaviours and achievement, focusing on those children who have demonstrated the school values.

- Sticker rewards including from the senior leadership team for demonstrating good behaviours and achievement.
- Positive feedback to parents.

Consequences:

Where consequences are appropriate, we explore the negative behaviour with each child and ensure that the behaviour is discussed and remedied using a restorative approach. We encourage children to take responsibility for their own behaviour and give them the chance to 'correct their mistakes'.

- Incidents of misbehaviour are initially discussed with the child; reasons for misbehaviour are established and expectations are reinforced.
- Restorative behaviours such as reflecting upon misbehaviour, considering what they should have done, and making amends in appropriate ways are encouraged and facilitated by staff.
- If misbehaviour persists, the child may be spoken to by a member of the senior leadership team to further reinforce expectations and promote restorative behaviours.
- Where appropriate, parents are contacted and informed about incidences of misbehaviour.
- Children may miss part or all of a playtime as a consequence, including time to think about and discuss the choices that they have made and what they would do differently.
- We take the removal of a child from part or a whole lesson (to another classroom or to a member of the SLT) very seriously and this will only be done when serious or persistent behaviour causes disruption to lessons or for the safety of the child or other children. Parents / carers will always be informed in these circumstances and lost learning caught up at another time. This does not include taking a child from a class for time to talk or for proactive interventions to support with behaviour.

Partnership with Children

We build positive relationships with our children, recognising that each of them is an individual person with different strengths, abilities and needs. We encourage all of our children to have a voice and to be able to share and express their ideas, thoughts and opinions in a positive and constructive way. Our aim is to support our children to be able to regulate their own behaviour and we always address the behaviour or action and not the child themselves.

Partnership with Parents

We value the importance of building strong partnerships with our parents and carers. We are always friendly, considerate and approachable. When parents and school support each other and work closely together, children experience a more consistent approach to their learning and development, giving them the best opportunity to develop their full potential. We celebrate achievements and successes with parents and work in partnership with them to support children to make the right choices about their behaviour.

Children with SEN and Disabilities

We have the highest expectations of all of our pupils and provide the necessary support to ensure all of our pupils are given the opportunity to thrive and succeed. We strive to offer a consistent approach when supporting behaviour, however needs and circumstances of the individual will always be considered. We recognise that some children will need additional support to help them to make the right choices. In the case where a child's behaviour is affected by SEN or disability, the school behaviour policy will be followed as closely as possible. However, there may be occasions where the school has to make reasonable adjustments, take alternative actions or arrangements to suit the needs of the individual with the need/disability. The school will work proactively, including with outside agencies, for support with these issues to best meet the needs of the individual child.

Physical Intervention

The use of physical intervention is very rare and is, whenever possible, avoided. De-escalation will be the first strategy employed by staff. However, there may be situations where this strategy does not work and the use of physical restraint is necessary or appropriate (in accordance with Section 93 of the Education and Inspections Act 2006). Any intervention used is minimal and in proportion to the circumstances of the incident. All physical intervention is recorded on a serious incidents form. Further information can be found in the Positive Handling Plan.

Suspension and Exclusions

Very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term suspension, or in the most serious of circumstances, permanent exclusion.

Bullying

At West Meadows Primary we regard bullying as serious and always take firm action against it. We do not tolerate bullying, discrimination, prejudice-based bullying, aggression or the use of derogatory language, whether in person or online. These incidents will be dealt with by a member of the Senior Leadership Team and parents will always be informed. For further information please see our Anti-bullying Policy and our Child Friendly Anti-bullying Policy.

Staff Development and Training

It is the responsibility of the headteacher to ensure that all staff receive a copy of and understand the school Behaviour Policy. Staff are provided with the policy as part of their induction and

thereafter are provided with regular training to ensure the successful implementation of the policy. Bespoke training and additional support will be provided to individual staff as required.

Monitoring and Reviewing

This policy was written in consultation with staff, children, parents and Governors. The Head Teacher is responsible for ensuring the successful implementation of this policy and reviewing the effectiveness of it on a regular basis (and at least annually). The school governing body has the responsibility to support the Head teacher in implementing and reviewing the effectiveness of the Behaviour Policy.