

# **Weston Primary School**

## **Behaviour Policy**

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## **1. Statement of intent**

Weston Primary school promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance where children can learn free from disruption. We believe it is important to encourage children, adults and staff to behave in a caring, co- operative and self- disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these. Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

Reasonable and proportionate consequences and sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. 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.

## **2. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching and Confiscation Policy
- Anti-bullying Policy
- Vexatious, Malicious Harassment Policy
- Whistleblowing Policy

## **3. Roles and responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- 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 school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be 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 SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour 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 will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- 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:
  - Behaviour Lead.
  - SENCO.
  - Headteacher.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

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

Parents will be responsible for:

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them. This is also an expectation of parents of children whose behaviour is becoming a concern, as parents are required to meet with different member of the School Welfare Team as part of our restorative conversations.

### **Welfare Team**

Headteacher and DSL – Helen Pitt

Attendance officer and Deputy DSL – Sue Cafferty

Assistant Headteacher and Behaviour Lead – Andy Kelly

SENCO – Laura Simpson

Assistant Headteacher – John Manning

## 4. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils. “Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

## 5. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## **Pastoral Support for Staff Accused of Misconduct**

Any allegation of misconduct will be dealt with in line with the school policies 'Whistleblowing policy', 'Dealing with Allegations Against School Personnel' and 'Discipline Policy'.

## **6. Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will 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 informal curriculum, including leadership practice, policies, values and attitudes, 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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## **7. Managing Behaviour**

### **Systems and Norms**

Within our systems and norms we have 4 key areas. These include our:

1. Code of Conduct
2. Behaviour Expectations
3. Lesson Routines
4. Behaviour Pathways

These cover clear structures around rules, routines and consequence system.



## Code of Conduct

Our Code of Conduct (Appendix A) reflects the guiding principles and the core values of Weston Primary School. It conveys the school's expectations and understanding for children, staff, and visitors. It is highly visible throughout the school, constantly referred to and explicitly taught:

- 1. Respect yourself and others.**
- 3. Listen and follow instructions.**
- 2. Try hard and do your best.**
- 4. Be honest and do the right thing.**

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school code of conduct and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

We work with other agencies as soon as we become aware of any issues, and we support families together in a range of ways e.g. Early Help, referrals to family support etc.

## Behaviour Expectations Protocols & Lesson Routines

Behaviour expectations (Appendix B) covers what we expect the children to do. We have generated a whole school approach which covers what the children should do within school. We also have specific routines to explain what should happen when at different points throughout the school week.

Number	Protocol
1	<b>Movement around school</b>
2	<b>Start and end of day routine</b>
3	<b>Lunchtime routine</b>
4	<b>Lesson routines – including PE and Outdoor Learning</b>
5	<b>Break and lunchtime play routine</b>
6	<b>Use of Reasonable Force</b>

Lesson routines relate to the different routines throughout the school week, particularly those that require the children to move to an alternate room within the building or to use varying pieces of equipment. These can be found in appendix E.

## **8. Behaviour Pathways: Rewards and Sanctions**

Our behaviour pathways outline the rewards which our children will receive and the most likely situation they will be awarded for, as well as an overview of the sanctions that will be issued within certain scenarios. We have adopted a graduated response with increasing gains with rewards and severity for sanctions. See Appendix C and D.

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and consistently rewarded. Across the school we use an individual electronic reward system named Track it lights, which allows pupils to earn and save rewards before redeeming them for prizes. In addition, all pupils and staff are members of house teams where Shine points are totalled towards achieving the half termly House Cup. Staff do not use their own localised reward systems unless this is part of an individual support plan for children with specific needs.

### **Behaviour Toolkit:**

This consists of the following template documents which must be used in-line with this policy:

- Reflective Conversation script - Appendix F
- Restorative Conversation Form Appendix G
- Record of use of reasonable force - Appendix H
- Positive Handling plan - Appendix I
- Letter to parents/carers to report the use of reasonable force - Appendix J

### **Detentions**

A detention is a commonly used sanction and is often used as a deterrent for negative behaviour as part of our behaviour pathway. All detentions will occur within the school day during either break or lunchtime, most likely on the same day depending on the time of the incident. We do not require parental consent to issue a detention.

The member of staff who has issued the consequence will supervise the child for the detention. During this time, the child will complete the work from the session in which the incident occurred and a restorative conversation will take place (At Stage 3 – Conversation uses questions included in Appendix I. At Stage 4 Detention will require full Restorative process requiring the form to be completed). This conversation will help to ensure the incident does not occur again. The child will not miss their entire break or lunchtime, staff will ensure they have had sufficient time to eat their snack/lunch and to use the toilet before their time commences.

### **Removal from Classroom**

Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the current learning task in a supervised setting, i.e. in a partner class or specified location as part of our

reflective process. Where removal is used as an opportunity to reflect, it may last up to five minutes for a child in KS1 or ten minutes for a child within KS2.

In the event that removal occurs to maintain the safety of a child, then this may last for a longer period of time. During this time, the child will be supervised by a trained adult and educational task will continue where possible. Once the child has had sufficient time to self-regulate, then a reflective/restorative conversation will take place and they will be integrated back into the classroom with support from a teaching assistant.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Extensive support will be given to the child and their family by the Welfare Team with an aim to improve behaviour so they can be integrated and succeed within the mainstream school community.

## **Suspension and Permanent Exclusion**

As a tolerant, supportive learning community suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

## **Use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy, taking into account children with SEND and the bespoke needs of vulnerable children.

A staff team are trained in the use of reasonable force (Team Teach) and if a child's risk assessment identifies deployment of this approach, this team will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder. (See Appendices G,H and I)

## **Banned Items**

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes/vapes, fireworks, pornographic images/literature, any article/literature that could reasonably be considered likely to be offensive/used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school.

## **Pupil Support System**

We respect the rights of all children within our setting and recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The Welfare Team make a risk assessment which identifies the support required, e.g., anger management, conflict resolution etc. and who will deliver this. Impact is carefully monitored.

Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

## **Record Keeping and Data Analysis**

We use the CPOMS system to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the behaviour lead. Staff are all trained as part of our CPD offer. Our Behaviour lead analyses the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity.

## **Reasonable Adjustments (see SEND Policy and SEND Information Report)**

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

## **Pupil Transitions**

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support from the welfare team is given. Parents/carers are involved and informed as appropriate.

## **9. Anti-Bullying Strategy**

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways: assemblies and Personal Development curriculum.

Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy, we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act).
2. It is deliberate and targeted.
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture, or gender.
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy.
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual

## **10. Sexual abuse and discrimination**

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our Safeguarding policy. Mrs Pitt, our DSL, will consider each incident on a case-by-case basis, seeking support from external agencies where required.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of

these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

## **11. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **12. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- 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 sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- 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 have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported 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 Complaints Procedures Policy.

### **13. Parent/Visitor Conduct in/on School Site**

Confrontational, aggressive or abusive conduct by adults, verbal or physical, whilst on school site will not be tolerated. This includes such behaviour towards members of the school community, parents, pupils and staff. Parents are expected to demonstrate a respectful and considerate approach towards my staff and any breach of this will not be tolerated.

#### **The Law – The right for the Headteacher to ban parents from school site.**

Under law (Section 547, Education Act 1996), the Headteacher can withdraw the right of *any* individual to be on the school premises; this includes parents and carers.

*A parent/carer of a child attending a school normally has implied permission, from the Headteacher, to be on school premises at certain times and for certain purposes. However, if their behaviour is 'unreasonable' this permission may be withdrawn, and the individual banned from the school site. At this point, entry by that person on school site will be deemed 'trespass' and prosecutable by law.*

Parents banned by the Headteacher have the right to appeal to the school Governing Body.

#### **Parent Concerns regarding other adults/children**

If parents or carers including visitors have concerns about the conduct of another adult or child whilst they are on school premises, it is to be addressed with the school, initially with the class teacher and where the issue is unresolved or where a class teacher is otherwise engaged, the Deputy Headteacher or Headteacher.

### **14. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data including and from from Stage 3
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed half termly by the behaviour lead and SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **15. Monitoring and review**

This policy will be reviewed by the headteacher and Behaviour Lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

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





## Our Code of Conduct



Respect yourself  
and others

Be honest and do  
the right thing.

Listen and follow  
instructions.

Always do your  
best



Working ~ Enjoying ~ Succeeding ~ Together





## Our Code of Conduct

Respect  
yourself and  
others.

Listen and  
follow  
instructions.

Always do  
your best

Be honest  
and do the  
right thing

## British Values



• Rule of Law



• Individual  
Liberty



• Mutual Respect



• Tolerance of faiths  
and beliefs



• Democracy

# Weston Primary School

## Pupil Expectations

### Technology

- Y5&6 only - Mobile phones switched off handed to and stored by the class teacher at the start of the day.
- No Smart Watches or device that can take photos, call, or message outside of school.

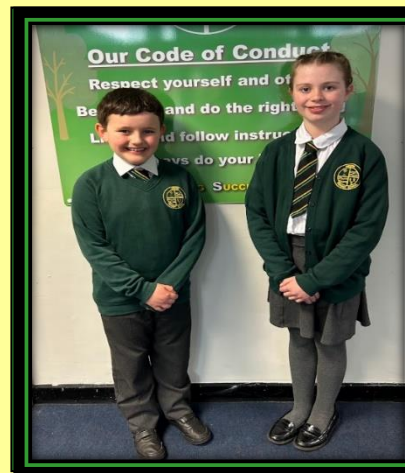
### Movement around school

- Arrive at school on time each day. Meet and greet your teacher.
- Put belongings away, quietly enter your class and start your morning task.
- Ask questions politely eg; put hand up if you need to tell the teacher you need the toilet
- Walk quietly around school and when in line, walk in single file.
- Follow our school Code of

### Conduct

### Homework

- All homework to be completed and returned as requested.
- If you need help, just ask your teacher



### Uniform

- Correct school uniform - NO TRAINERS except on PE day
- No jewellery - other than small plain stud earrings. Only one in each ear
- No nail varnish or transfers
- Long hair must be tied back for PE
- Earrings must be removed or covered for PE. (Removed for swimming)
- Clearly labelled clothes
- Correct PE kit to be worn. Unbranded black hoodies and bottoms to be worn



"Working,  
Enjoying,  
Succeeding,  
Together"

## Our Values

### Resilience



Overcoming obstacles

- Solving problems
- Knowing it's okay if things sometimes go wrong because mistakes are the way we learn.



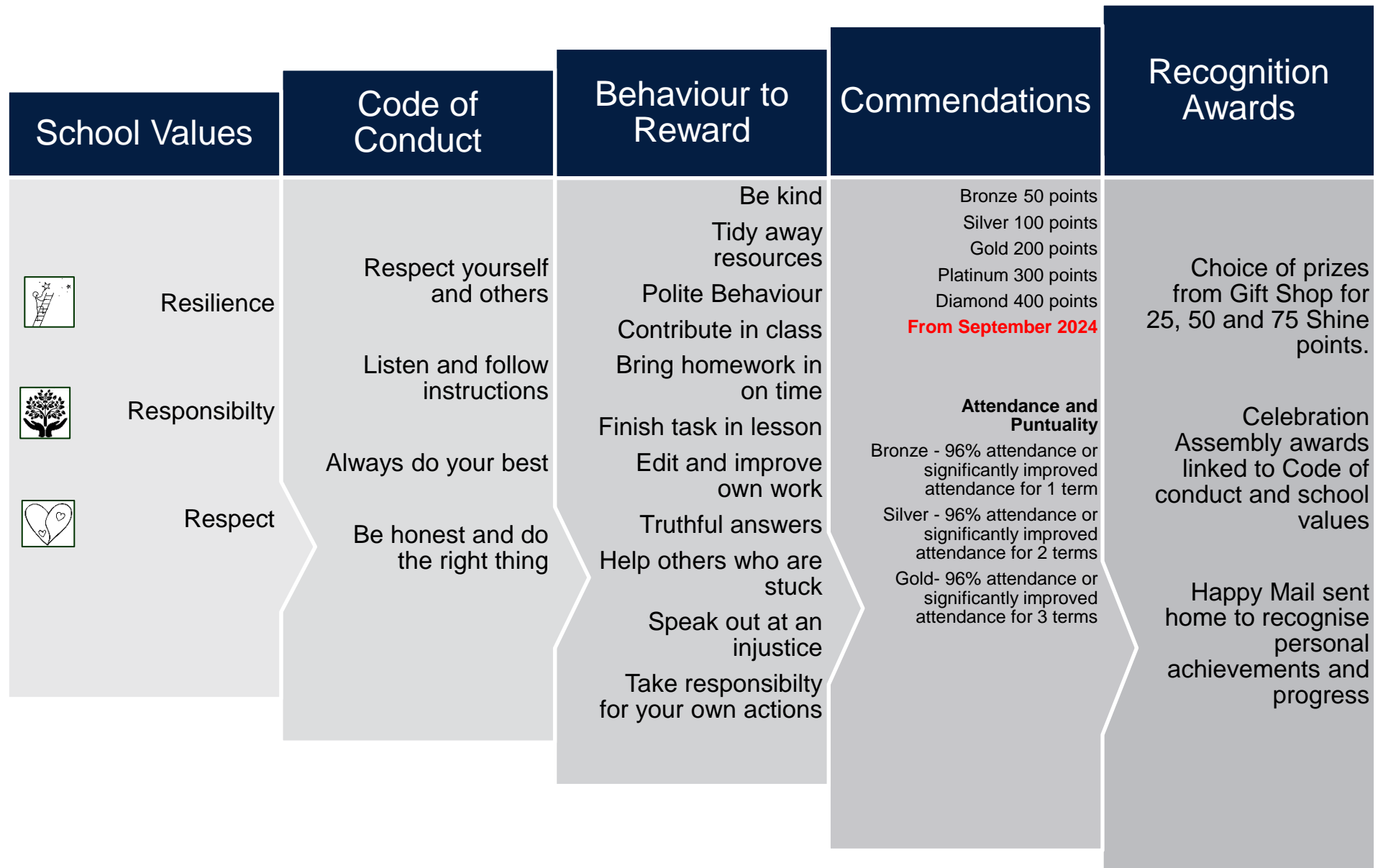
### Responsibility

- Looking after yourself, others, the community and environment
- Use your talents and skills for the good of others as well as for yourself



### Respect

- Accept people for who they are, even when they're different from you or you don't agree with them.
- Use good manners and be polite
- Respect yourself, others and your environment



## Behaviour Path – Consequences and Sanctions

Behaviour Demonstrated	Appropriate Actions	By Whom	Parental Support
<b>Stage 0</b>			
Code of Conduct being followed, no behaviour concerns	Regular verbal praise and appreciation, Shine points and positive feedback home	All Staff	Praise, Reward and appreciation
<b>Stage 1</b>			
<ul style="list-style-type: none"> <li>Shouting out</li> <li>Chatting</li> <li>Wasting learning time</li> </ul>	<ul style="list-style-type: none"> <li>Non verbal reminder – eg hand on shoulder, signal</li> <li>Verbal Reminders – ‘Name – can I remind you that we use our partner voice’</li> <li>Praise given when behaviour modified</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching Assistant</li> </ul>	
<b>Stage 2</b>			
<ul style="list-style-type: none"> <li>Continuation of Stage 1 behaviours: high frequency in one or more lessons throughout the day</li> <li>Being disrespectful</li> <li>Name calling</li> <li>Use of inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Warning following Verbal Reminder</li> <li>Time out – age appropriate time at class reflection table whilst continuing to engage in learning (KS1; 5 min KS2 10 min)</li> <li>Reflective conversation with class teacher (Appendix G)</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching Assistant</li> </ul>	Keeping in touch meeting with parents
<b>Stage 3</b>			
<ul style="list-style-type: none"> <li>Continuation of Stage 2 behaviours – frequent occurrences over 3 week period</li> <li>Non-compliance with consequence</li> <li>Refusal to complete learning tasks</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Red Time out – 10 mins in ‘partner’ classroom</li> <li>Parents notified at end of day.</li> <li>Detention given to complete any missed learning at next break and Reflective conversation with class teacher</li> <li>Restorative conversation form (Appendix H) supported by class teacher</li> <li>Reflective Behaviour Chart Appendix F</li> <li>Formal meeting with parents to discuss</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching Assistant</li> </ul>	Attend meeting with class teacher as agreed
<b>Stage 4</b>			
<ul style="list-style-type: none"> <li>Continuation of Stage 3 behaviours – frequent occurrences over 3 week period</li> <li>Two reflective conversations completed in one half term OR</li> <li>Fighting</li> <li>Harmful deliberate contact with another pupil</li> <li>Being deliberately verbally abusive</li> <li>Unacceptable language - swearing</li> </ul>	<ul style="list-style-type: none"> <li>Pupil sent to KS leader who will complete an investigation and record on CPOMS</li> <li>Detention(s) given as appropriate</li> <li>Parents to attend meeting with class teacher and key stage leader</li> <li>Restorative conversation form (Appendix H) supported by class teacher</li> <li>Behaviour lead notified</li> <li>Welfare team notified to consider additional support</li> <li>Implementation of IBP and Report Card considered/implemented</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>KS leader</li> <li>Behaviour Lead</li> </ul>	Attend meeting with class teacher and KS Leader
<b>Stage 5</b>			
<ul style="list-style-type: none"> <li>Continuation of Stage 3 behaviours – frequent occurrences over 3 week period OR</li> <li>Persistent disruptive behaviour</li> <li>Serious one off incident ie weapons, deliberate assault or pupil causing significant or life threatening injury, significant damage to property</li> </ul>	<ul style="list-style-type: none"> <li>Pupil sent to Behaviour Lead who will complete an investigation and record on CPOMS</li> <li>Meeting with class teacher, behaviour lead and parents to consider next steps – possible suspension or permanent exclusion</li> <li>Welfare team involvement</li> <li>La notified and involved where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Behaviour lead</li> <li>Headteacher</li> <li>Welfare Team</li> <li>LA</li> </ul>	Attend meetings with key staff and external agency as required

## Appendix E

### **Protocol 1 – Movement Around School**

- Children should line up quietly, facing the correct direction.
- A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line. If member of staff is alone then they should position themselves in the middle of the line to monitor the children effectively.
- Children will walk slowly and quietly, one behind the other.
- Children and staff should remain in line when moving around the building.
- If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.
- If children are transitioning around the school alone (e.g., to go to the bathroom or cloakroom) they should walk sensibly and silently.
- When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.
- Children walking independently around school ie: to go to library or toilet, do so quietly and calmly.

### **Protocol 2 – Start and End of Day Routines**

### **At the start of the day**

- Staff on gate and playground to meet and greet pupils. One member of staff on double door and one on side gate/path.
- Gate opens at 8:45am. Parents bring children onto the playground and children enter school.
- Teachers will ensure a SODA activity is left on desks, morning PowerPoint is on the IWB and ambient music is played.
- Enter the building calmly and make their way to their designated cloakroom area.
- The children should remove their reading book, water bottle, snack and any homework from their bag to take with them into the classroom.
- Coat and book bag should be hung on pegs and packed lunch bag on correct trolley.
- Teachers will greet and welcome each child as they enter the classroom.
- Reading books and water bottles will put in the designated place.
- Snack should either be put into the child's tray or designated place within the classroom.
- Homework will be put in the designated place on the day that it is due in.
- Children will then sit at their designated seat and begin starter activity (mostly being key skills based tasks).
- When a given task has been completed, child to notify class teacher and await further instruction.
- Children will be encouraged to not leave their seat without consent from a member of staff.

### **At the end of the day**

- Ensure their space is tidy and all items are in their correct places.
- In tables or small groups, children to retrieve their belongings from the locker or cloakroom cupboard whilst being supervised by an adult.
- Children return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings.
- When ready, the children will either:
  - If in KS1, children will remain seated and wait for the class teacher to call them forward to line up.
  - If in lower KS2, children will stand behind their chairs, on teacher's instruction they will line up with their belonging and will be escorted to their designated exit by classroom staff.
  - If a child is being collected, a member of staff will ensure that the child goes to their grownup.
  - In Upper KS2, Children will stand behind their chairs and wait for teacher's instruction to leave via designated exit. If a child is walking independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.
- Year 5 and 6 teachers must watch/supervise home walkers off the playground swiftly and calmly.
- If a child is attending and after school club then this child will be escorted to the club by a member of staff.

### **Protocol #3 - Lunchtime Routine**

- Ambient music on in the hall to manage noise level
- Pupils enter the dining hall walking calmly and quietly and sit at the table as directed.
- Those with packed lunches will start eating once seated.
- A member of staff will notify those having a school meal when to line up.
- Children should go up to the serving hatch in Year groups.
- Children line up on the left of the hatch.
- Lunch is ordered in advance by parents.
- The child will take their tray from the member of staff along with their cutlery and drink before moving to their designated table.

#### **Once finished:**

- Those with a packed lunch will put any unconsumed food back in their lunch box to take home.
- Children will take their lunchbox back to their trolley once finished.
- Those children having a school meal, will take their tray to the cleaning station. They must put their cups and cutlery in the designated boxes, before scraping any unwanted food into the bowl provided. The tray should then be stacked neatly in the designated space.
- When finished children should talk quietly within their table group or engage in a staff led activity until they are asked to move to the playground.
- Once the children on the table have finished, they will leave the hall (walk sensibly and quietly.)
- Children will ask staff when appropriate for permission to turn their tray to ensure a sufficient amount has been eaten; this will be shared with parents.

Please note, that during lunch times, relaxing/instrumental music will be played in the background. This provides a calming atmosphere and sets a level for 'talking' volume.

## **Protocol 4 – Lesson Routines**

- Children to enter classroom in calm, quiet manner.
- Belongings should be put away quietly and quickly.
- Children sit at desks with equipment ready, uniform tidy and facing the front – ready to learn.
- Teachers will use 'Team Stop Signal' to gain everyone's attention to stop and be silent.
- During a class discussions, children will follow teacher instruction on how to respond or engage in the lesson eg; they may be invited to make suggestions by name or requested to put hands up to offer ideas. If children need to request something or ask a question, they put their hands up.

## **PE**

### **Before PE**

- Children will wear the correct PE kit on their day. Children without correct kit will receive a verbal reminder.
- Children will walk quietly to either the hall, court or field ready for the lesson to continue.

### **After PE**

- Teacher will escort the children back into class.
- Teacher will reiterate the key learning points whilst children settle back into class.

## **Outdoor Learning**

- Same expectations as for indoor learning
- 2 adults present. Adults must remain vigilant and supervise children effectively.
- Children to collect correct clothing/equipment as directed by their teacher
- Get ready in class and toilet break encouraged before leaving classroom.
- Line up quietly at external door & Walk quietly across playground in line order.
- Teacher will direct children to appropriate start/meeting point within The Woodland
- Expectations and learning activities including rules for safe learning in The Woodland will be explained/reinforced. Toilet breaks will be supervised by adult.
- Signals to return to start/meeting point explained – 1<sup>st</sup> whistle – STOP 2<sup>nd</sup> whistle – WALK TO MEETING POINT
- Return to class quietly in line order.
- Children MUST wash hands – as directed by teacher.



### **Protocol #5 – Break Routine Morning Break:**

- Children will be encouraged to use the bathroom during break times. They must ask permission.
- Staff on playground wear Hi-Vis jackets
- Staff should agree on specific areas they will supervise (avoid congregating to ensure all areas are supervised)

### **Lunch time:**

Classes have allocated dining and playtimes for each class.

### **Outdoor Play:**

- Children will arrive on the playground and engage with the varying activities with the different areas.
- Equipment must be tidied before moving to another area.
- Members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another.
- Designated 'play leaders' will support their classmates and support with the collection of the play equipment.
- Staff will use the following signal at end of play:
  - Teacher blows first whistle and raises hand - children STOP and raise their hand.
  - Second whistle – children lower hand and walk to line up. Equipment put away as they do so.
  - Third whistle – signals pupils are quiet and facing the front ('Lovely Line')
- Children escorted back to their classroom.

NB: First Aid administered at shelter near KS2 door & to be returned outside Y4 at the end of break

### **Indoor Play (wet or other):**

- Activities will be provided in class.
- Children to be supervised by staff.

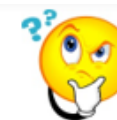
### **Protocol #6 - Use of Reasonable Force**

- Class teacher makes a judgment and assessment of a situation that arises, and they feel that reasonable force is required to maintain the safety of a child & those around them.
- If a behaviour plan is in place, then the protocols within it should be followed.
- Call for urgent assistance either by telephone or sending for adult from partner classroom. If time is of the essence and the safety of the child or those around them is at risk – TAKE IMMEDIATE ACTION!
- Trained colleagues will attend to assist and provide support as required. Their aim is to calm the child, so they are ready to return to their learning, this decision is made by the team delivering support including the child's class teacher.
- Following an occurrence of reasonable force, the child must be checked for any possible marks on their body. This must be done discreetly with the child's dignity as a priority with TWO adults present.
- Once the child has returned to class. Staff members involved in the incident will be assessed to see if they require time to reset before continuing with their duties.
- All incidents MUST be recorded on Trackit Lights . Recording of the incident will be completed on the incident form for the red behaviour.
- Inform the DSL who will review the incident and either complete or amend a risk assessment and action plan for the child in the event of future incidents.

# Appendix F- Pupil Behaviour Reflection Chart



## Behaviour Reflection Chart



Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Monday	★	★	★	★	★
Tuesday	★	★	★	★	★
Wednesday	★	★	★	★	★
Thursday	★	★	★	★	★
Friday	★	★	★	★	★

Signed (Parent): \_\_\_\_\_

Signed (Teacher): \_\_\_\_\_

Signed (Behaviour Lead): \_\_\_\_\_

### Code of Conduct

1. Respect yourself and others
2. Listen and follow instructions
3. Always do your best
4. Be honest and do the right thing

My Target: \_\_\_\_\_

I am aiming to earn stars \_\_\_\_\_ this week.

Next week I am aiming to earn \_\_\_\_\_ stars.

## Behaviour Report Card

Name:

Date:

### My Targets Make Specific to child (delete this statement once card prepared)

1. Stay on task for 10-15 minutes before check-in and complete my task.
2. Follow adult instructions first time or after one reminder.
3. Use self-regulation strategies (quiet space, doodle pad, fidget)

without disrupting others.

### Code of Conduct

1. Respect yourself and others
2. Listen and follow instructions
3. Always do your best
4. Be honest and do the right thing

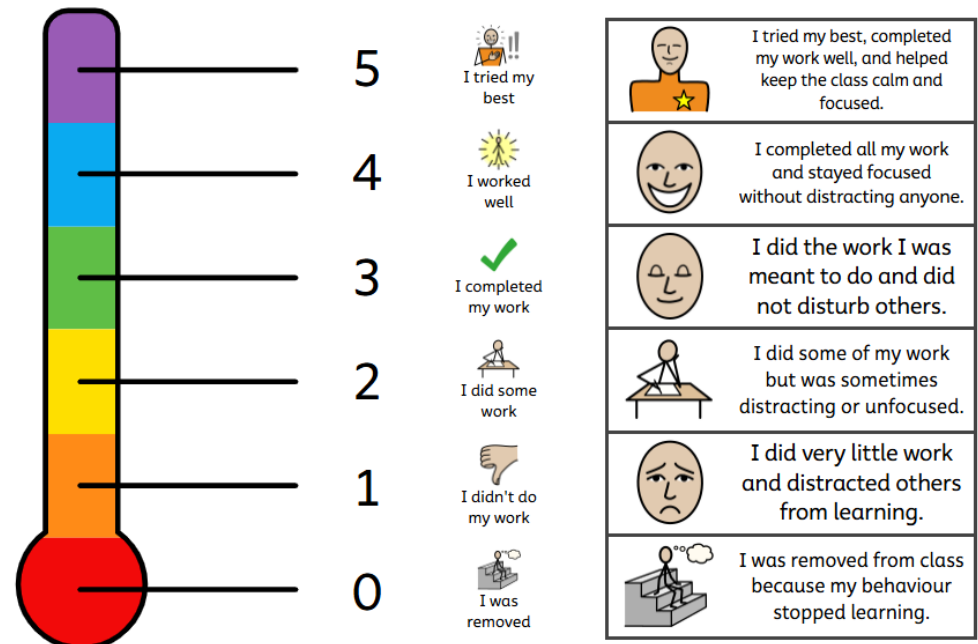
Signed (child) \_\_\_\_\_

Signed (parent) \_\_\_\_\_

Signed (Head/Deputy Head) \_\_\_\_\_

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

### Engagement Tracking Scale



## Appendix G – Stage 3

### Reflective Conversation – Teacher Script

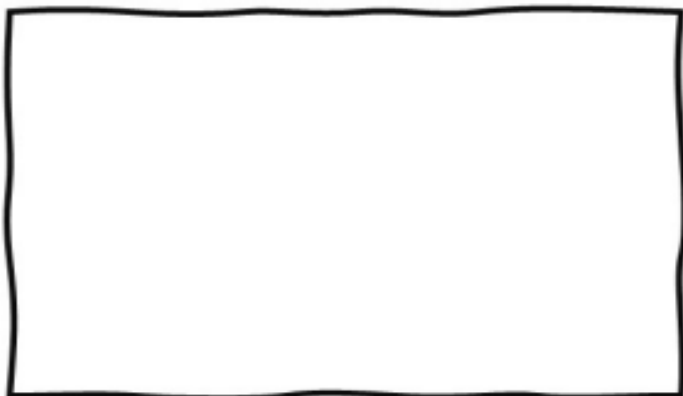
- 1. What happened?**
- 2. How did you feel?**
- 3. What should/could you have done?**
- 4. What can you do next time?**
- 5. How do you feel now?**

Name

Restorative Conversation Form

Date

1. What happened?

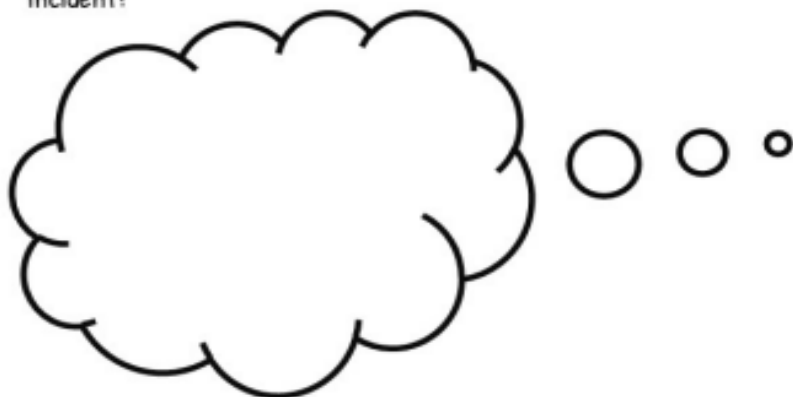


2. What were you thinking about at the time?

How did it make you feel?



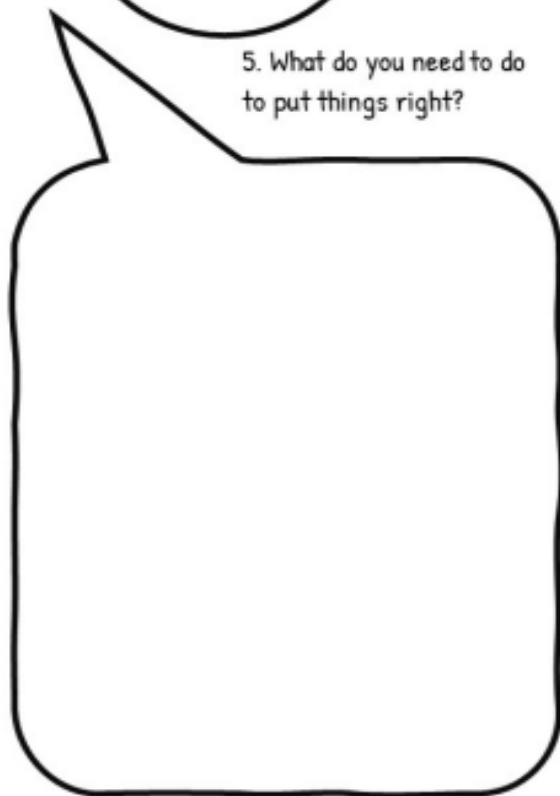
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



## Physical Intervention Report Form |

Name of staff member:	
Name of pupil:	
Date:	
Time:	
Location:	
Name(s) of staff member(s) who witnessed the incident:	
Informed parties (parents, social workers, police, etc.):	
Circumstances prior to the incident:	
Details of the incident:	
Details of any negative impact on other pupils:	
Reason(s) for physical intervention (please tick):	
Danger to self	<input type="checkbox"/>
Danger to others	<input type="checkbox"/>

Significant damage to property

☐

Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? Please circle.

Yes/No

Details of the intervention:

Any disciplinary additional action taken:

Injuries (if any) to staff members, the pupil concerned or other pupils:

Damage (if any) to property:

Recommendation(s) to avoid future incidents:

Headteacher's signature:

Date:

Signature of staff member concerned:

Date:





# Weston Primary School Positive Handling Plan



<b>Name:</b>	<b>DOB:</b>	<b>Class:</b>	<b>Plan Start Date:</b>	<b>Medical Information:</b>	
<b>General notes to support</b>		<b>Recovery and Debrief</b>		<b>Key adults involved in the plan</b>	
<p>Consider and record regular strategies currently in place to support positive behaviour eg seating position, use of own space, prompts, monitoring from other staff.</p> <p>Use information from pupil passport</p>		<p>Recovery Behaviours:</p> <p>(List what child usually does)</p> <p>Eg X apologises for his/her behaviours</p> <p>X will do an activity s/he has chosen on his/her choice board</p> <p>Agrees to catch up on his/her work</p> <p>Discuss incident with X and explain consequences</p> <p>Parents and carers to be informed at end of day</p> <p>Record on CPOMS</p>		<p>Strategies to use:</p> <p>(List what usually works)</p> <p>Eg:</p> <p>X to have consequence as per behaviour policy</p> <p>Adult to accept apology</p> <p>Recap what is expected of X using now and next board</p> <p>Offer support to complete the task or explain when the task will be completed using timer</p>	
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Stage 5</b>	
<b>Behaviour Displayed</b> (list usual behaviours)	<b>Behaviour Displayed</b> (list usual behaviours)	<b>Behaviour Displayed</b> (list usual behaviours)	<b>Behaviour Displayed</b> (list usual behaviours)	<b>Behaviour Displayed</b> (list usual behaviours)	
<b>Strategies to use</b> (list strategies regularly used)	<b>Strategies to use</b> (list strategies regularly used)	<b>Strategies to use</b> (list strategies regularly used)	<b>Strategies to use</b> (list strategies regularly used)	<b>Strategies to use</b> (list strategies regularly used)	

Triggers/Behaviours/Situations likely to result in unwanted behaviour      When does it occur? Where does it occur? (Describe common triggers)

**Possible de-escalation strategies:- please highlight (add comments if needed)**

(these will be recorded above, but are listed here to serve as a reminder and to record/ note why some strategies should not be used)

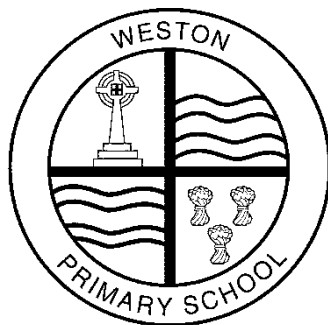
Chill out time - Courtyard	Distraction	State alternatives or choices	State consequences	Take up time
Give space	Reassure or success reminders	Other staff involvement (change of face)	Repeat request	Classroom Organisation
Verbal advice and support	Give a count	Planned ignoring	Remove stimulus	Environment factors
Staff withdrawal	Negotiation (A or B)	Supportive touch	Humour	Time out or time in
	Peers withdrawal	First/next reminders	Change of scenery	Physical/sensory break

**Preferred Handling Strategies to be used: (reference Team Teach strategies)**

All strategies that involve use of reasonable force(to control/restrain) need to be recorded on the record form for Positive Handling.

**Signatures**

<b>Child</b>		<b>Date</b>	<b>Parent/carer</b>		<b>Date</b>
<b>Class-teacher</b>		<b>Date</b>	<b>Parent/carer</b>		<b>Date</b>
<b>SENCO</b>		<b>Date</b>	<b>Other staff member</b>		<b>Date</b>
<b>Other</b>		<b>Date</b>	<b>Behaviour Lead</b>		<b>Date</b>



# Weston Primary School

Lamsickle Lane, Weston Village, Runcorn,  
Cheshire. WA7 4RA.

Headteacher: Mrs H L Pitt B.A. (Q.T.S) Hons N.P.Q.H

Tel 01928 574544

Date: 21st November 2023

Dear Parent/Carer

Today your child's behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and/or staff.

Tick	Action Taken	
	Children concerned interviewed	
	Adult Involvement	
	Interview	
	Key Stage leader informed	
	Parent Carer informed	
	Positive Handling	
	Other (please state)	
Tick	Consequences/Further action taken	
	Monitor and evaluate	
	Put in place agreed sanctions	
	Escalate to high level intervention	
	Put Support plans in place	

As a precaution and to further safeguard your child they have been checked by school staff with a First Aid qualification.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Please sign the reply slip overleaf and return to school as soon as possible.

Yours sincerely

**Mrs HL Pitt**  
Headteacher