



Westwood with Iford School

Behaviour & Discipline Policy

At Westwood with Iford School we aim to create an environment where each child is safe and secure, and is able to enjoy learning and reach their full potential. We aim to raise the self esteem of all members of the school community by encouraging an atmosphere of mutual respect and celebrating achievement.

Purpose

- To create a safe and welcoming environment for the children
- To ensure that quality teaching and learning is able to take place
- To make sure that incidents are dealt with promptly and consistently
- To ensure that all members of the school have a common understanding of procedures

Guidelines

Staff and adults will act as positive role models for the children. All adults are responsible for providing a positive role model for all children.

Staff will endeavour to create an environment of mutual self respect and where each member of the school community is valued as an individual.

We try to establish good relations with children and their parents/carers so that difficulties can be identified early.

We aim to use preventative measures wherever possible when behaviour issues arise.

We boost children's self-esteem by a variety of class-based and whole-school measures.

We always intervene when any behaviour disrupts learning or upsets children.

Staff are alert to behaviour which may require safeguarding procedures. (See Child Protection & Safeguarding Policy)

Behaviour Procedures

- Class and school rules are discussed and agreed with the children at the start of each year.
- Classroom rules are displayed in each class, and are frequently revisited in Circle times or PSHE.
- Children are given incentives for good behaviour and positive attitudes. These could be stickers, words of praise, class points, certificates, privileges and being sent to the head teacher.
- Children should know that they are responsible for their own behaviour.
- Children are made aware that they have a choice in their behaviour and that consequences will arise from infringements (See consequence staircase below).

- Class teacher and TAs record persistent negative behaviour in the Class Behaviour Book, Email or HASP book. These will be read by the Head teacher and action taken accordingly.
- We also have a playtime and lunchtime outdoor play agreement. Please see **Appendix A**

Serious infringements

Teachers will use professional judgement to decide when infringements are serious. They may include:

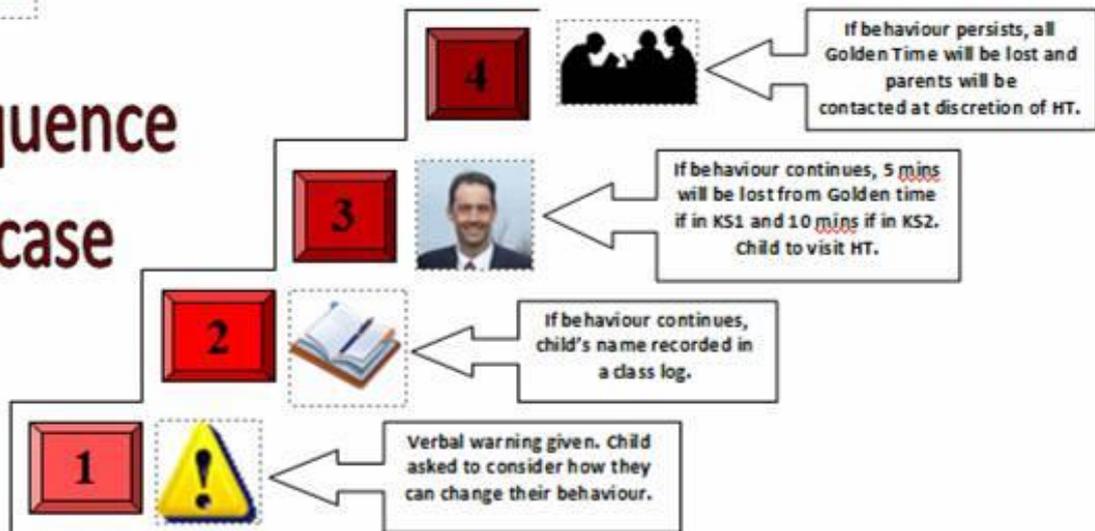
- wilful injury to another person,
- open defiance
- damage to property,
- serious disruption in class,
- bad language,
- bullying,
- racist, religious or gender-discrimination incidents

For these incidents the Head teacher will be contacted. Incidents will be logged in the Head teacher's office. Parents will be contacted for serious infringements or for persistent minor behaviour difficulties.

Some children may be given an Individual Behaviour Plan which will be reviewed at least termly. A referral to outside agencies may be made if behaviour is not improving.



Consequence Staircase



Every day is a new day and everyone will return to the bottom of the staircase.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:·

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:·

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Appendix A

Westwood with Iford Playtime and Lunchtime Agreement

When on the field:

All classes have one football each and these should be used for games only.
No balls from home should be brought into school to be used.

Boundaries:

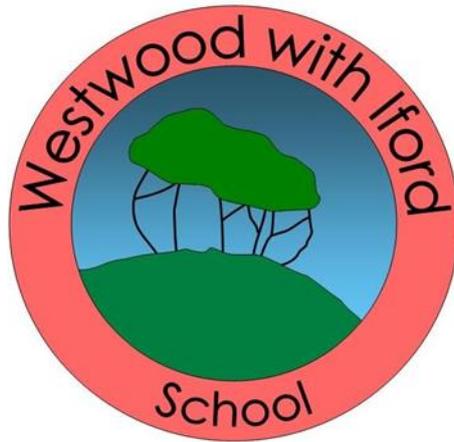
Children should not go beyond the concrete path by the small gate.
Children should not go past the big playground on to the humps or behind them
Children should not go behind any sheds, including the bike shed
Children should not go beyond the large playground towards the small playground or Clover class.
Children should not be entering the hedge or climbing any trees.

When on the playground if the weather is wet:

Football will only be played once a week on a Friday at playtime and lunchtime. A light plastic ball from the shed will be used for games and these should be in the small playground next to Clover class.
Basketball may be allowed if it does not interfere with other playground games and the PlayPod.

Boundaries:

Children should not go behind any sheds.
Children should not go on to the grass at all.
Children should not use the gazebo seats to run on.
Children should not be allowed to swing on the bars.
Children should not be climbing any trees.



Westwood with Iford School

Behaviour Policy: Coronavirus addendum

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1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules in the latest guidance from gov.uk which the school will adhere to as relevant to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

See the September Planning Document attached at Appendix 1.

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will apply our usual sanctions and rewards where feasible (see below).

2.3 Changed rules

The period of adapted rules related to attendance and uniform have now ended and the school has reverted back to our normal expectations for these areas.

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school due to further national or local lockdowns, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

These include:

Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time and parents will be juggling work commitments

Complete work to the deadline set by teachers

Seek help if they need it, from teachers

Alert teachers if they're not able to complete work

Use proper online conduct, such as using appropriate language in messages

Pupils using the National Tutoring Programme to access tutoring are also expected to follow proper online conduct as described above during tutoring sessions.

The Headteacher will exercise his discretion with regard to adaptations for those with more challenging behaviour.

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact parents to discuss provision at home to ensure that children are following the set curriculum. In the first instance this will be the class teacher followed by the headteacher.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated. At every review, it will be approved by the full governing board.

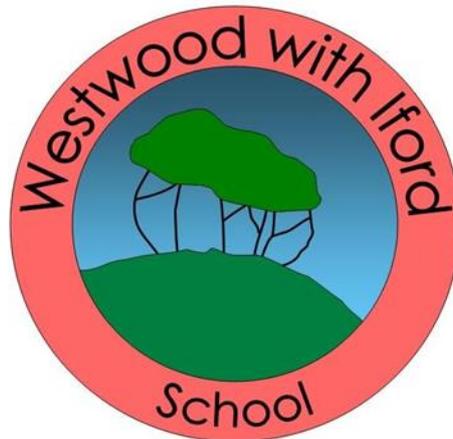
5. Links with other policies

This policy links to the following policies and procedures:

Child protection policy

Behaviour policy

Health and safety policy



Westwood with Iford School

Behaviour, Discipline and Exclusions Policy Covid-19 Addendum

Parents and carers must not send their children to school with any symptoms of Covid-19 (as set out by the Department for Education). The school reserves the right to refuse entry to any student where there are legitimate concerns regarding the health of a student. It will be the parent's responsibility to collect the child within a 30-minute period where the child becomes unwell or appears unwell.

We recognise that following rules is a learnt skill which children need to be systematically taught and revised frequently. To reduce the risk of spreading the coronavirus and to keep children and staff safe we are adapting some of our rules. These are detailed below.

Behaviour and Discipline

Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic

We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe

We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

School Rules

We have therefore adapted our school rules to support us with new routines and behaviour expectations during the pandemic.

Expected School Rules during the school opening during the Covid 19 Pandemic

in class	theme	around the school
<p>We follow adult direction</p> <p>We take off face masks before we enter school</p> <p>We wash our hands before entering school, after playtime, before eating and before we go home</p> <p>We use hand sanitiser in the classroom whenever the adult asks</p> <p>We keep our hands away from our mouth</p> <p>We use a tissue or an elbow to cover our mouths when we cough or sneeze</p> <p>Tissues go in the bin (catch it, bin it, kill it)</p>	Be Safe	<p>We follow adult direction</p> <p>We keep our hands and feet to ourselves</p> <p>We line up keeping 2 metres from our classmates</p> <p>We only use the equipment that has been provided outside the classroom</p> <p>We use equipment safely</p> <p>We move calmly around the school with an adult</p>
<p>We speak kindly and respectfully to each other</p> <p>We listen to the teacher and follow instructions</p> <p>We use good manners</p> <p>We are honest</p>	Be Kind	<p>We do not push or pull</p> <p>We are kind in the playground</p> <p>We talk to each other and try to work problems out</p>
<p>We do not move around the classroom without permission from the adult</p> <p>We keep a distance from others when we line up in the classroom</p> <p>We sit at our own desks</p> <p>We never leave the classroom without permission</p>	Be a Bubble	<p>We are not allowed to move around the school without an adult</p> <p>We remain in our chosen playground (we cannot move between playgrounds)</p> <p>We play non-contact games within our bubble</p>

Helping children to behave well

Staff are explicit about what good behaviour looks like when pupils return to school and consistently throughout the day through teaching new routines for:

- Lining up
- Travelling through school
- Taking the register
- Working in class

Asking to speak
 Leaving to go to the loo
 Illness
 Starting the lesson
 Carpet time
 Lunch
 Entering the classroom
 Exiting the classroom
 Leaving school
 Waiting for parent collection
 Fire Drills

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this. This will require practice and rehearsal of new skills and visual stimuli which will be reinforced and referred to regularly to reinforce expected behaviours in a positive way

Students will be explicitly told the consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g spitting or coughing.)

Students who usually leave the classroom in order to regulate their emotions and behaviour will be explicitly told that this may no longer be possible; alternative strategies such as using a calm down kit in the classroom will be provided for these children. Each of these children will be identified before they return to school; staff allocated to work with these children will call home and explain the new rules and routines. Staff will talk to the child and parent directly about how to support their transition back to school and what strategies have been put in place in the classrooms (such as calm down kits, time out zone in the classroom etc.)

Rewarding Good Behaviour & Sanctions for Poor Behaviour

We recognise that our usual reward system may not work in this period as students are in different groups and the usual incentive rewards may not be possible.

Staff in each year group may create their own reward system unique to the current groupings and age and stage of pupils.

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Teacher	Minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, talking over teacher, interfering with others, squabbles	Reminder of school rules Verbal warning given in a positive way
2	HT/Senior Teacher	Repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, persistent talking, squabbles	Visual reminder to support de-escalation Movement within the classroom, time taken from play/lunchtime or senior staff sent for to come to the room to support within classroom

3	Senior Teacher with Headteacher	Repeated incidents of 1 or offensive language to peers or low level unsafe behaviour e.g not following instructions in class, pushing or pulling in the playground	To work outside their “bubble” with senior staff, reintegration when appropriate Parents notified Isolation from their bubble within school as a preventative approach may be taken.
4	Headteacher	Unhygienic behaviour such as deliberate and/or false spitting, coughing or refusing to wash hands Violent or aggressive behaviour including racist/ sexist remarks.	HT or senior teacher immediately remove pupil from their “bubble” to work HT or senior teacher will make an appointment to see the parents to discuss the possible sanctions and draw up a behaviour plan based on an appropriate reward system with the aim to re-motivate the pupil. Discuss decisions made by school including exclusion if required.
5	Headteacher	Extreme or persistent Unhygienic behaviour such as spitting, refusing to wash hands violent or aggressive behaviour	Phone call to collect child Letter explaining exclusion Meeting arranged for interview before returning to school

EYFS

Classes will create a positive reward system involving stickers, smiley faces, stamps, cards home.

KS1 and KS2

All names for the day to be written on the large whiteboard - visible - and any positive behaviour gets a point. Staff will describe what positive behaviour will look like to receive a point e.g completing work in a given time, lining up safely and quietly etc.

At the end of the day, the child with the most points chooses 30 minute golden time activity for all the class i.e. netflix episode, art activity, chromebook time, board games, games outside.

Positive behaviour steps for staff

- Level 1 Reminder of rules stated to pupil and class
- Level 2 Reminder of rules restated, visual reminder to pupil and de-escalation strategies used
- Level 3 Time out of bubble to work with senior staff
- Level 4 Removed by HT who will make an appointment to see the parents
- Level 5 Phone call home by HT to collect child, removed by HT

Inclusion

Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.

It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.

Restrictive Physical Intervention

In the rare circumstance where we would use a Restrictive Physical Intervention (RPI) to hold your child to ensure that they remain safe. Following the incident an exclusion maybe used in order to plan, consult relevant agencies and professionals in order to make future provision to prevent the situation from reoccurring.

The parent of the pupil involved must be contacted on the same day and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff.

Communication with parents

We shall share our new policy with parents as soon as feasible.

Parents are expected to support the school in this new approach.

If a child is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them or parents work with the school to find a solution.

Targets or a behaviour contract may be given or a behaviour contract signed between home and school.

Reviewed: September 2020

Date agreed by Governors: September 2020

Review date: January 2021