



Weston Green School

Behaviour and Discipline Policy

This policy applies to all pupils at Weston Green School, including those in the Early Years Foundation Stage (EYFS)

Created: Spring 2013
Reviewed: Spring 2014, Autumn 2014, Summer 2015, Summer '16, Autumn '16, Summer 17, Autumn '17 (major review), Autumn 2018, Autumn 2019, Autumn 2020, Autumn 2021, Autumn 2022, Autumn 2023
Next Review: Autumn 2024

****For reference, changes since the 2021 policy are in orange text****

Behaviour Management Policy

Introduction

Weston Green aims to encourage pupils to adopt the highest standards of behaviour, principles and morality. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.

Weston Green is an inclusive community. We welcome pupils from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

The school is committed to making reasonable adjustments to its policies, including behaviour management, to cater for pupils with SEND and takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan.

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of **the EYFS Framework 2021, as well as Keeping Children Safe in Education 2022**, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - 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 or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Coronavirus (COVID-19) and remote learning

Pupils and parents should be made aware that this policy and its sanctions apply if and when pupils are working in a virtual environment outside of the normal school setting.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items:

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, **along with the Equal Opportunities Policy**, recognises the need for a behavioural approach to reinforce a culture where **prejudice**, harassment and online abuse, **including sexual abuse and harrasment** are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline;
- Fundamental British Values;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Aims

The aims of our Behaviour Management Policy are rooted in the ethos of our school. Weston Green endeavours to provide a secure, happy environment constructed around a disciplined framework which encourages pupils to respond to the best of their ability.

We encourage the children to develop the following values and expect staff and pupils to be:

- respectful
- honest
- curious
- gracious
- adaptable
- aspirational

As adults we endeavour to:

- lead by example i.e. display the above values
- be prepared to explain the basic ground rules and the reasons why they are important
- have clear, consistent expectations of appropriate behaviour
- work as a team to ensure consistency of expectation
- be prepared to discuss issues, problems with each other, to take advice and to find solutions
- foster a secure, relaxed, respectful atmosphere
- keep a careful watch on the children to evaluate development and to discover any incipient problems
- be aware of and follow the school and department rules
- work with the parents to aid the social and emotional development of the child

Rationale: Promoting Positive Behaviour

Weston Green recognises the importance of positive behaviour and its impact upon teaching and learning. Consistency of approach is crucial to raising standards in this area. Along with a positive approach, the promotion of effective communication and the reinforcement of clearly defined consequences and rewards are important.

We aim to place the emphasis on praise and reward for good behaviour by encouraging, promoting and celebrating good behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the

whole community.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. We do this through an openness in our community and through specific channels such as 'circle time', the School Council and the Suggestion Box as well as the possibility of using the Worry Box.

In the academic year 2021-22, we introduced a school wide approach following The Zone of Regulation curriculum. This is an approach that teaches children how to confidently and independently recognise their own emotions, articulate them appropriately and apply tools to help manage and regulate the impact of their emotions upon themselves and others.

The school encourages positive behaviour. Its sanctions are to help us to manage challenging behaviour. Parents and Guardians undertake to support the authority of the Headteacher in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

Steps to achieve consistency in expectations

Children can enter the school with very different home/pre-school experiences and behavioural patterns.

To produce a well ordered, secure school environment we:

- are aware of the children's different home situations and needs by liaison with parents and previous schools. Informal discussions with parents are common at the end of the school day. We also organise individual consultation conferences as required and formal parent evenings.
- observe and discuss the children informally and at staff meetings
- write personal records which are passed on to the next teacher
- have agreed on basic rules e.g. for the playground and discuss behaviour to achieve consistency
- take time to communicate our expectations to the children, explain the reasons for the rules
- encourage the children to try and sort out their problems e.g. in the playground by independent discussion. The teacher will always be available to listen and advise, but in many cases, direct involvement should be unnecessary
- enforce the rules by praise, discussion and encouragement.
- lay great emphasis on P.S.H.E. We discuss such issues as how behaviour affects others, the importance of love and tolerance, and care of our environment. These discussions may be on class, group or individual basis and are directly related to the developmental stage of the child.

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

Managing Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels.

The school recognises that transition between key stages can cause anxiety for some children so these moves are carefully monitored.

The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include

- 'taster' days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers during which staff pass on academic, welfare and behavioural information to ensure continued excellent care for each child.
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events

Systems to improve behaviour

Pupils who need support in adhering to the code of conduct and whose behaviour has given cause for concern may be issued with a focus card to be completed at the end of each lesson and playtime by the teacher in charge and discussed with the class teacher at the end of each day. This will be shared with parents and may be for a period of one week or more if required.

A weekly social skills group in both Lower and Upper Prep runs each term and pupils may be put forward by their class teacher to take part in this group which uses positive role models to help children discuss and reflect on a variety of issues around self-esteem and working/playing with others.

Liaison with outside agencies

The school will liaise as necessary with outside agencies in order to support the development of positive behaviour strategies with individual pupils. These may include

- Pastoral Support Advisor, (TBC)
- child psychologists
- Occupational Therapists (OTs)
- **Play Therapists**
- GPs/Therapists
- Mrs Kaley Allsopp (yoga and mindfulness teacher).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows:

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Expected behaviour

At Weston Green, the expectation is that children will make positive behaviour choices in line with the school values. Positive behaviour is modelled and clear boundaries set.

We expect all members of the school community to embody these values and be respectful, curious, honest, gracious, adaptable and aspirational.

Our system of rewards and sanctions are reflected in the Weston Green Behaviour Diamond.
(see attached)

Rewards

Pre Prep

In Pre Prep the following approach is used in the classroom so that children can clearly see if their behaviour is in line with our expectations.

- Children are praised for positive behaviour and are encouraged to identify their behaviour
- They are rewarded with praise stickers and Learner Profile stickers
- Thoughtful choices and behaviour inline with the school's expectations are rewarded with Star of the Week Certificates

Lower and Upper Prep

House points are given for good work, positive behaviour and exemplifying the school values. These count towards the weekly totals for each house.

(see table below for associated system of certificates and badges)

Children's achievements are recognised in weekly phase assemblies. In UP and LP Star of the Week certificates are given together with Headteacher's certificates for exceptional work, embracing the school learner profiles, and Value Awards which recognise pupils who reflect the schools values.

Sanctions

Pre Prep

- Staff use a calm, quiet yet firm voice to discuss what has happened
- Children are encouraged to identify their feelings (Zones of Regulation)
- They are asked to think about how the other child feels
- Staff will help children to reflect and will discuss how the child could have responded differently and use the moment as a learning opportunity for all the children in the group (circle time activity)
- Staff will use different literacy resources to model behaviour

Lower and Upper Prep

In Lower and Upper Prep, children follow a system of yellow and red slips that are used to help children reflect on negative behaviour.

- The Weston Green Behaviour Diamond shows children how positive behaviour is expected and it outlines the kinds of behaviour that will result in a yellow or red slip being issued.
- Yellow slips can be issued by any member of staff. They give a child a warning that they have shown behaviour that is not within the expected boundaries. The slip is handed by the child to their class teacher who will record them.
- 5 yellow slips will result in a conversation between a child and their class teacher about steps to modify negative behaviour.
- 5 yellow slips issued within the space of two weeks will result in a red reflection slip being given and parents being informed.
- A reflection slip gives a child the chance to reflect on their behaviour and the steps they need to take to make amends and move forwards.

- 3 red slips issued within the space of a term will result in a detention, at a time determined by the headteacher or, in her absence, the deputy head.
- 3 red slips issued across a whole academic year, for the same overarching reason (e.g. physical harm to others), will result in a detention, at a time determined by the headteacher or, in her absence, the deputy head.
- A further 3 red slips will result in an internal exclusion and a further 3 in an external exclusion (*for further information see Exclusion policy*).
- Behaviour which falls well short of that expected at Weston Green will result in a red slip being issued. This would include acts of physical aggression, deliberate damage, bullying or racist comments.
- A pupil who is unable to modify his/her behaviour following a detention and exclusion will be placed on a sliding scale resulting in fewer red slips being given before triggering a further sanction eg only 2 red slips may be required before a detention being given. Parents will be informed if this is the case. **The extent of the sliding scale will be established on a case by case basis.**
- Persistent negative behaviour such as this will result in suspension.

Individual house points are awarded for good behaviour and excellent academic work. These are recorded by the pupils and overseen by class teachers. Rewards are given as follows:

100 house points	=	bronze certificate
200 house points	=	silver certificate
300 house points	=	gold certificate
400 house points	=	double bronze certificate
500 house points	=	bronze merit badge
650 house points	=	double silver certificate
850 house points	=	silver merit badge
1250 house points	=	double gold certificate
1750 house points	=	gold merit badge

Certificates and badges will be awarded in key stage assemblies.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working. This entails working more closely with parents, drawing up specific targets for pupils to focus upon and reviewing behaviour on a daily (class teacher) and weekly (head) basis.

Staff may also access the strategies outlined in 'Modifying Pupil Behaviour – Guidance'.

Suspension and Expulsion of Pupils

The Head reserves the right to suspend or expel any pupil in the following cases:

- A pupil found guilty of gross misconduct or very serious breaches of the rules that put themselves or others in serious danger
- A pupil found guilty of severe or persistent bullying
- A pupil who consistently and repeatedly is badly behaved and who is not able to modify his/her behaviour, even with the full support of the school

Suspension and expulsion should be seen as a last resort when all strategies have failed. For further information please refer to the Exclusion Policy.

If a parent has any concerns over a sanction given, they are entitled to raise their concern with the teacher, the Deputy Head or the Head.

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- positive behaviour
- self-discipline
- Fundamental British Values (incorporating respect, tolerance, rule of law and individual liberty)
- positive attitude
- responsibility
- resilience

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with malicious allegations against staff in the safeguarding policy
- modifying pupil behaviour policy

Behaviour Diamond

