



West End Primary School

Excellence, Confidence, Compassion, Happiness
Personal Responsibility, Social Responsibility, Environmental Responsibility

Positive Relationships and Behaviour Policy

Person responsible: Rebecca Yeadon (Head teacher)

Approved: Staff and TLPS governors November 2023

School Values and behaviour expectations:

Excellence, Confidence, Compassion, Happiness

Personal Responsibility:

I take care of myself.



Social Responsibility:

I take care of others.



Environmental Responsibility:

I take care of our world.



Our school is committed to fostering a positive and inclusive learning environment where children feel safe, respected and valued. Our restorative approach to behaviour management aims to build and repair relationships, promote accountability and cultivate a sense of community.

We are a restorative school and promote behaviour which has a positive impact on ourselves and others. Building positive relationships is at the heart of our restorative approach. Children are encouraged to talk about their behaviour choices and the impact this has on themselves and others. We understand that the cause of many poor behaviour choices is due to emotional dysregulation. Our whole school focus is to teach children about their feelings and linked behaviours using Zones of Regulation (see appendix 1) is prioritised to develop children's understanding of emotions and support subsequent behaviours. When speaking to children about their behaviour choices, our restorative conversations always begin by helping children regulate their emotions. Staff have a suggested script for ways to approach these conversations to promote open conversations and build trusted relationships. (see appendix 2).

We have a consistent approach to behaviour for all children. Clear expectations are shared with the children. Positive choices are recognised and praised and, where expectations are not met, reminders and sanctions are given. Children with specific behavioural needs have the same expectation to demonstrate our school values but may have a bespoke reward and sanction system to support them in demonstrating these (see an example in appendix 3).

Recognition of good behaviour.

Our priority is to notice and reward positive behaviour which demonstrates our school values.

Verbal praise: We continually reward good behaviour through verbal praise.

House points: These will be given out to children who demonstrate our school values.

Praise board: Children who go over and above the behavioural expectations, embodying our school values will be named on the praise board in the staff room to alert all adults to their achievements so that they can give verbal praise when they see the child. A message home is also sent to parents so that they know their child has been noticed for going over and above.

Wow certificates: These are presented in our weekly assembly for children who have been noticed going over and above in demonstrating our school values.

Addressing poor behaviour

For those children who require additional support we have a structured series of steps:

Nudge: Reminding the child of the relevant behaviour expectations and praising others for demonstrating the desired behaviour to 'nudge' children in the right direction.

Reminder: Giving a quiet reminder to the child, noting the required behaviour and reminding the child that they can do this.

Warning: If the child is still not demonstrating the desired behaviour they will be reminded again of the expectation, and that they have the capacity to achieve this. They will be warned that if they do not choose to show this behaviour that there will be a consequence (consequences are linked to the behaviour, eg moved to a different space if disrupting others, completing work at break time if learning expectations are not met.) The child will be given 1 minute to consider their options and make their choice.

Sanction: If the warning does not modify behaviours, the child will be reminded of their sanction, and this will be actioned either at that moment or at the end of the session – with discussions taking place at the beginning of break or lunch time. With all sanctions, children will have a restorative conversation with an adult to review their behaviour choices and support them in correcting errors made and making appropriate apologies.

There will also be a natural consequence given to rectify the behaviour choice, for example tidying the classroom where mess has been made or helping other children where actions have caused upset to others.

Further sanction: On the rare occasions a child does not comply with a sanction or repeatedly requires a sanction to support behaviour, they will meet with a member of the senior leadership team for a restorative behaviour discussion or, where appropriate written task, and supported in making appropriate apologies and completing the natural consequence sanction. They will also complete any missed learning tasks set by the teacher during their free time.

Where further sanctions are needed, parents will be contacted to inform them and to enable school and home to work together to support the child and this will be logged on the school behaviour system (CPOMS).

Repeated poor behaviour may result in a child missing an afterschool activity / off site activity. Parents will be informed in advance of this.

Extreme poor behaviour:

The school classes extreme poor behaviour as behaviour which is likely to cause injury to self or others; verbal or physical abuse of others including homophobic, racist or sexist language; repeated verbal misconduct; deliberate breach of health and safety rules; wilful damage to property; serious lack of respect; extremism; bullying including cyberbullying; child on child abuse and prejudice based and discriminatory bullying and homophobia. Extreme misbehaviour also includes child on child sexual violence and sexual harassment and such incidents will be immediately reported to the school's DSL as well as being dealt with through the school behaviour process.

In the case of extreme poor behaviour, the child will be removed from the situation and sent to a member of the senior leadership team whilst the incident is investigated. Behaviour reflection forms and / or restorative conversation will be used to establish the events. The child will remain out of class while their actions are addressed, and sanctions are issued. The time period for the

discussion and sanction will depend on the severity of the incident. Parents will be informed so that school and home can work together to address the behaviour.

Extreme misbehaviour may result in a child missing an afterschool activity / off site activity. Parents will be informed in advance of this.

If necessary, staff will follow the procedures in the school's positive handling policy to ensure all children and staff are safe. Follow up meetings with parents will be arranged as needed to implement individual behaviour plans.

In some instances, extreme poor behaviour may result in the child being excluded from school for a specified period of time. The school will always prioritise the safety of children and staff. Where the headteacher does not believe they can ensure safety, children will be excluded. This decision is not taken lightly, and all factors will be considered.

Poor behaviour outside of school

We encourage all our children to demonstrate our school values outside of school. Through assemblies and our PSHE and computing curriculum, we encourage children to act responsibly and respectfully when part of the wider community or an online community. We advise both children and families to only use age-appropriate apps and games and show consideration of others when posting comments online. Where possible, we will support parents to resolve issues which may occur outside of school by facilitating contact between specific families and sending class information to alert parents to issues which have been raised.

School staff will always promote good behaviour. We will talk to children about behaviour choices made outside of school and work with parents to keep them informed of events.

Equal Opportunities

Gender: Staff must set the same standards of behaviour for all children.

Special Needs and Disabilities: Treating all children fairly does not mean they should all be treated the same. Each child is an individual, if a child has a long or short-term support need all staff will be made aware to ensure consistency and a clear classroom support plan with behaviour actions will be created and shared.

Culture: Regard should be given to the culture of the home. It is the responsibility of home, school and wider agencies to work in partnership to agreed models of behaviour and discipline for all children.

Race: we are committed to tackling racial discrimination and promoting equality of opportunity and good race relations, for the whole school community.

Partnerships

Within school we run nurture groups and one to one sessions to support children with their behaviour choices. As a cluster of Horsforth schools, we have access to professional who support children and their families. We also make referrals to other outside agencies such as NWAIP and CAMHS, where school and families can access additional support.

Child Protection

Inappropriate or disruptive behaviour can be a result of changes of circumstances and stresses. One cause of stress is child abuse. The named persons in school for Child Protection or related concerns are Helen Dillon (DSL) and Catherine Bagnall (Deputy DSL). Please contact them for support or advice if you have any concerns about any child.

At West End we recognise the need to fulfil the Prevent Duty. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other harms. All concerns will be reported to the DSL and followed up in line with child protection and safeguarding procedures and child protection policies.

We build resilience to radicalisation by promoting fundamental British values and enable our children to challenge and debate controversial issues in a safe space through our school ethos and everyday practice. Our Personal, Social and Health Education (PSHE) curriculum provides pupils with time to explore sensitive or controversial issues and equips them with the knowledge and skills to understand and manage difficult situations.

In the unlikely event of a child making an accusation against a staff member following the handling of any behaviour incident, the Headteacher will follow the processes outlined in Dealing with Allegations of Abuse against Teachers and other staff guidance documents and will keep the Chair of Governors informed.

If you have any questions about this behaviour policy, please don't hesitate to contact us.

Policies and guidance that link with our behaviour policy:

Child protection and Safeguarding policy

Keeping children safe in education

Guidance for Safer Working Practice

Working together to safeguard children

Sexual Violence and Sexual Harassment between children in education guidance

Leeds model Online Safety Guidance

Care and Control Policy

Teacher's code of conduct

Whistle blowing policy

Equalities and discrimination policy





Anti-bullying policy

Other curriculum/subject policies

The majority of these policies can be found on our school website.

For policies not posted on the website, please contact the school office to request a copy.

The **ZONES** of Regulation[®]

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

Appendix 2

Restorative calming:

I need you to...

I am here to listen to you.

I care about you.

We can unpick this together.

I will give you a few minutes and then come back.

Problem solving:

I am here to listen to you

What happened?

How did this make other people feel? How did this affect others?

How were you feeling at the time? What were you thinking at the time?

What should we do to put this right?

How can I help you?

Behaviour Contract

Name _____ Date _____

Goals I have set

1. _____

2. _____

3. _____

If I don't meet these goals, these are my consequences:

1. _____

2. _____

3. _____

If I do meet these goals, these are my rewards:

1. _____

2. _____

3. _____

My contract will be reviewed on: _____

Child signature _____

Teacher signature _____