



***'Blossoming together through
nurture and challenge'***



**Positive Relationships and
Behaviour Strategy
Westfield Infant School**

Powered by
**Learners'
Trust**



Behaviour Handbook | Contents Page

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Welcome To

Westfield
Infant School

Appendix
Behaviour Playbook

Blossoming together through nurture and challenge



Behaviour | Vision and Values

How do leaders ensure that this strategy is appropriate for the school?

Blossoming together through nurture and challenge'

At Westfield Infant School our vision is that each and every member of our school community feels safe, valued and respected. Our behaviour policy is designed to support all our children to achieve their very best, by creating a happy, secure and friendly environment in which children can learn and develop as caring and responsible people and take this with them into adulthood. We want to provide a positive, safe, calm school where outstanding learning, with high expectations, can take place ensuring there is mutual respect and kindness towards each other.

We aim for every child to be :

Happy

Successful

Confident

We provide an environment that is:

Safe

Nurturing

Caring

This is enabled through our school rule

Be Kind

Underpinned by our core values of

Perseverance
Tolerance
Love
Courage

Respect
Hope
Honesty
Trust

Happiness
Peace
Empathy
Responsibility

This enables strong and trusting relationships between:

Staff

Children

Families and carers

 Leaders communicate, demonstrate and refer to the vision and values constantly



Behaviour | Core Principles

'Blossoming together through nurture and challenge'

Be Kind

Kind learner


Kind friend

Kind actions



At Westfield Infant School, we believe that children need to be safe, happy and ready to learn. They need to demonstrate exceptional behaviour in all aspects of school life, especially in their behaviours for learning.

The school's ethos towards behaviour management is that of 'warm assertiveness', drawing upon the leading literature in the area to ensure children have an excellent understanding of the clear boundaries and expectations we have for them. This is always underpinned with patience, care and warmth.

 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Core Principles



Behaviour at Westfield Infant School

We want everyone to have a safe, happy and friendly environment where we can all learn and develop as caring and responsible people. It is important we all work together following our school rule 'Be Kind', showing how we can be kind learners, kind friends and have kind actions.

Be Kind

Kind learner

Kind friend

Kind actions



First reminder

An adult has asked you very nicely to correct your behaviour.



Second/final reminder


Reflect on your actions. Make the most of this final chance to turn things around and show off your best behaviour. You may be moved away from any distractions to help you.



Thinking Time/Consequence given

Miss part/all of playtime/dinner time, stand/sit with an adult, natural consequence for the action and a chance to reflect on the behaviour (Restorative conversation with a grown up).

If the behaviour continues after the consequence has been given, I will have to go and speak to Mr Whitham.

 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Core Principles

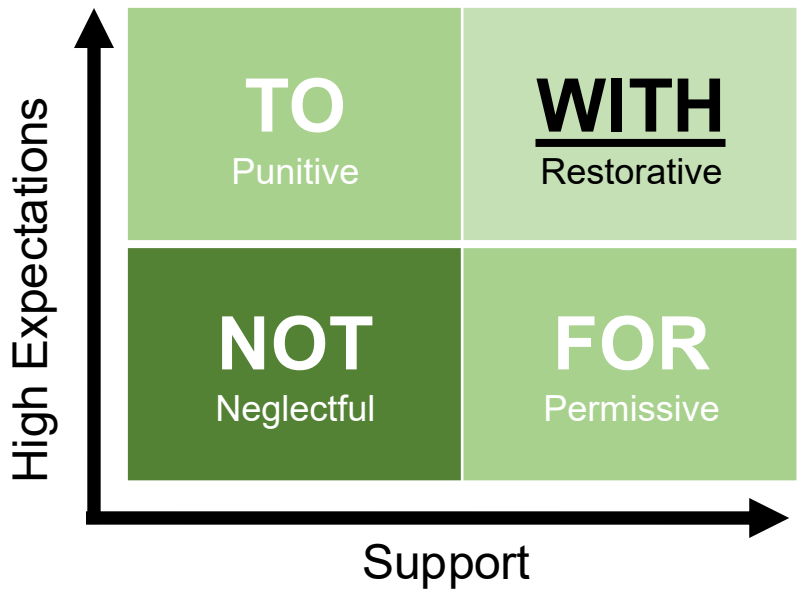
What are the underlying values of this strategy?

The school adopts a **restorative approach**. This information details how this differs from more traditional authoritarian approaches:

The Social Discipline Window

At Westfield Infant School, we aim to provide learners with high level of **challenge** which is met with high levels of **support**.

This means that pupils will be **challenged every time** they make a bad choice, but equally they'll be **supported every time** to amend this and repair their actions.



Authoritarian Approaches. <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule Breaking	Harm done to individuals
Blame or guilt	Responsibility and problem solving
Adversarial Processes	Dialogue and negotiation
Punishment to deter	Repair, apology
Impersonal Processes	Personal Processes
And, as a result	And, as a result
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored.	The unmet needs behind the behaviour are addressed
Accountability =being punished	Accountability =putting things right

●●●● Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Culture of High Expectations

How do the underlying culture of this strategy support the school's vision?

Consistent, Explicit, High Expectations

Our School Rule - Be Kind

Kind learner	Kind friend	Kind actions
Here are some ways I could show I am a kind learner:	Here are some ways I could show I am a kind friend:	Here are some ways I could show I have kind actions:
I follow the routine for the day and show I am ready to learn.	I use kind words & actions towards others.	I behave in a way that keeps myself and other people around me safe.
I look at my teacher/s and friends when they are talking.	I use good manners.	I look after the school environment, equipment and resources.
I listen to and follow instructions.	I am respectful and can think about the feelings of others and listen to their opinions.	I use kind actions to ensure that everyone is kept safe.
I put my hand up if I want to say something – I don't talk when someone else is.	I share and take turns.	I use my walking feet when moving around our school building.
I try my best as I know this will help me learn better.	I know to say, "stop it, I don't like it" if someone is doing something unkind. I know to tell a teacher.	I will help others to be safe and be a positive role model.
I treat equipment with respect and help to keep my classroom tidy.	I can encourage my friends to be kind too.	

Simple, Predictable Routines

- "You establish what you establish" Bill Rogers.
- If you tolerate low standards, you have established that this is the norm so this is what you will get.
- If you establish that you will take action, students learn to function with your higher expectations.
- Whatever you establish becomes the norm; "What you permit, you promote".
- Routines are the bedrock of a positive behaviour management system.
- If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning.
- Establish them and rehearse them so that they are known, understood and enacted consistently.

Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families

Pupils have a good understanding of rules, routines and consequence systems



Behaviour | Culture of High Support

How do the underlying culture of this strategy support the school's vision?

Blossoming

To enable all pupils to feel confident to develop and blossom intellectually, physically, emotionally, creatively, socially and spiritually

Nurture

Our caring and nurturing ethos enables all children irrespective of starting points a safe environment to blossom and achieve their best.

'Blossoming together through nurture and challenge'

Together

Children will be prepared for the next stage of their education and for their future as successful, responsible, understanding and caring members of society.

Challenge

Encouraging every child to really enjoy their learning through challenging themselves to achieve their best and together develop their personalised learning skills, alongside gaining a wide range of knowledge, attributes and valuable transferable skills.

What mechanisms does the school employ to support pupils to meet the high expectations?

Relationships


Routines - Consistency and Predictability

Teaching of Behaviour

Praise and Reward

Consistent and Logical Consequences (with clear responsibilities)

Group and Individual Bespoke Support

 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Relationships

How do staff form appropriate relationships with all pupils?

Social Capital



Make Regular Deposits into the Social Capital Bank. Imagine a glass jar held by every student. This is the piggy bank in which they keep their social capital. The jar is where they deposit the social capital that we and others are giving them. When we talk about social capital, we essentially mean the value they hold within their social networks - classmates, teachers, and other members of the school community.

Filling the Jar: Positive interactions, acts of kindness, praise for good behaviour, championing the children, are like marbles that you put into a child's jar.

Building Social Capital: Focus on filling their jars by fostering positive relationships, showing empathy, and being respectful. Building social capital is an ongoing process that requires consistent effort and mindfulness. Some children will arrive at the school gate with their jar already overflowing – others might come to school without anything in their relationship bank at all. They may even be in debt. These are the children who need the social deposits more than anything.

It is easier to **challenge** a pupil when we have relational capital. When things go wrong, have there been enough deposits in the jar to allow the child to feel that they have trusted relationships with adults in school, who they can approach, work with and support to help them to be able to put things right and learn from the situation. If there is no relationship there in the first place, – if the jar is empty or running in debt, when things go wrong there is nothing to draw on – no rainy day fund to see us through the bad times.

Relationships are key to be able to support children improve their behaviour:

- **Relationships aren't built in a day; they are built daily – Do staff fill the jar every day?**
- **Connect before correct; are enough staff connected with children before they correct them?**

● ● ● ● Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently



Behaviour | Relationships

How do staff form appropriate relationships with all pupils?

Building Social Capital

POSITIVE RELATIONSHIPS

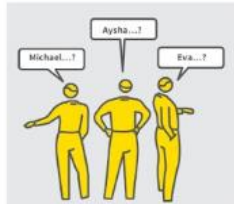
1 2 3 4 5



ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES



COMMUNICATE KINDNESS



LEARN NAMES AND USE THEM



COMBINE ASSERTIVENESS WITH WARMTH



ALWAYS BE THE ADULT WITH WARMTH

- Everyone has right to feel safe, respected and valued; to feel they belong.
- Focus on learning, free from distractions or emotional threats.
- Communicate trustable feedback that students will act on.
- Aligned to very different roles and responsibilities.

At Westfield Infant School we foster positive relationships with all children by:

Senior staff are on the gate each morning to meet and greet the children and address any concerns in the moment before the start of the school day.	Class teachers welcome children into the classroom at the classroom door each morning to establish expectations and welcome the children into the learning space.	Teaching Assistants work within specific classrooms / year groups to enable pupils to build positive, trusting relationships with pupils.
Brilliant Bench certificates are awarded for children who display attributes linked to our school values or for positive behaviours of being kind.	Star of the week certificates are awarded to children for their behaviour, effort, progress or learning in the classroom.	Within class, stickers are used to reward positive behaviours linked to being kind and our school values.
Headteacher certificates are awarded to children who display excellence in relation to behaviour, attitude to learning, effort or to praise a specific piece of work.	Staff model expected behaviour and relationships.	

●●● Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently



Behaviour | Relationships

How do staff form appropriate relationships with all pupils?

Encouraging positive relationships by...

Greeting children upon entry

Ensuring children know the expectations we have

Create a positive, encouraging environment

Showing an interest in their lives and interests

Modelling great behaviours

Engaging with children in unstructured times

For rewards to be effective, at Westfield we ensure...

Immediate

Consistent

Achievable

Fair

Rewards given quickly

Rewards given consistently

Rewards remain achievable

Rewards are distributed fairly

Three different categories of rewards

Social

Physical

Activity

Praise and recognition from adults

Material awards-stickers, certificates, etc.

Additional play etc.



Behaviour | Rules and Routines

How are rules and routines established with all learners?

At Westfield Infant School we always try to follow our school rule 'Be Kind' and show that we are a kind learner, kind friend and have kind actions.

At Westfield we use a praise- based behaviour management strategy, underpinned by our school rule and values which are referenced frequently. Regular assemblies are held to make sure that everyone has a really good understanding of our school rule and values. In these assemblies, we discuss **why** certain behaviours are expected, **what** those behaviours should look like and **how** they can be achieved.

Within classes, we use the Jigsaw charter, and each class co-construct their own class rules at the start of a new year to show how they can be a kind learner, kind friend and have kind actions.



●●●● Pupils have a good understanding of rules, routines and consequence systems



Behaviour | Teaching Behaviour

How are learning behaviours made explicit and taught?

*If a child can't read; you teach them to read.
If a child can't count to 20; you teach them to count
If a child can't behave...*

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ESTABLISH YOUR EXPECTATIONS

TEACHING WALKTHRU

ESTABLISH YOUR EXPECTATIONS 1-2-3-4-5

DECIDE YOUR EXPECTATIONS COMMUNICATE YOUR EXPECTATIONS REINFORCE YOUR EXPECTATIONS REDIRECT, CORRECT OR CHALLENGE SUSTAIN YOUR EXPECTATIONS

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SIGNAL, PAUSE, INSIST

TEACHING WALKTHRU

SIGNAL, PAUSE, INSIST 1-2-3-4-5

CHOOSE A SIGNAL REHEARSE THE SIGNAL GIVE THE SIGNAL PAUSE INSIST

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REHEARSE ROUTINES

TEACHING WALKTHRU

REHEARSE ROUTINES 1-2-3-4-5

DESIGN YOUR ROUTINES WALK THROUGH EACH ROUTINE TEACH THE SIGNALS MAKE ROUTINES ROUTINE REFRESH OR REBOOT

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POSITIVE FRAMING

TEACHING WALKTHRU

POSITIVE FRAMING 1-2-3-4-5

ESTABLISH YOUR EXPECTATIONS AFFIRM POSITIVE RESPONSES FIRST FRAME CORRECTION AS POSITIVE REINFORCEMENT GIVE THE BENEFIT OF THE DOUBT ASSUME CONFUSION OVER DEFIANCE

● ● ● ● Staff teach learning behaviours and promote strategies that reinforce positive behaviour management, alongside managing misbehaviour



Behaviour | Teaching Behaviour

How are learning behaviours made explicit and taught?

Teacher Walkthrus from the Behaviour and Relationship Walkthrus from all three volumes have been grouped into 4 key areas, Positive Correction, Relationship & Mindsets, Lesson Management & Planning for good behaviour. Links direct to each individual Walkthru.

Positive Correction



Using choices and consequences systems for excellent behaviour



Managing difficult behaviour situations



Following through on behaviour management decisions



Using visual tools to secure students' understanding of issues and solutions



Strategies for recovering when relationships are damaged

Relationships and Mindsets



Blending warmth, kindness and assertiveness



Creating a positive atmosphere through affirmative language



The ideal positive, confident teacher demeanour



Affirming good behaviour; keeping poor behaviour in perspective



Developing a range of teacher-voices



Teachers modelling key attitudes and mindsets

● ● ● ● Leaders model the effective use of public praise and private reinforcement for staff and pupils

● ● ● ● Staff teach learning behaviours and promote strategies that reinforce positive behaviour management, alongside managing misbehaviour



Behaviour | Teaching Behaviour

How are learning behaviours made explicit and taught?

Lesson Management



From arriving to getting stuck into the learning



Bringing students together to look, listen and discuss



Sustaining students' effort and attention



Creating havens of silence for focused work



Switching activities and refocusing attention



Ending lessons in a productive and orderly manner

Planning for good behaviour



Setting and maintaining high expectations



Gaining focused attention on a signal



Designing, rehearsing and reinforcing common class routines



Pre-emptive strategies for securing excellent behaviour



Using seating plans to support learning and behaviour

● ● ● ● Leaders model the effective use of public praise and private reinforcement for staff and pupils

● ● ● ● Staff teach learning behaviours and promote strategies that reinforce positive behaviour management, alongside managing misbehaviour



Behaviour | Teaching Behaviour

How do we promote self-regulation and emotional literacy?

Zones of Emotional Regulation:



To help children with their emotions so that they can make positive behaviour choices, we use the Zones of Emotional Regulation. This helps children to articulate how they are feeling and suggests ways in which they can regulate their emotions.



The zones are divided into 4 colours

 Blue Zone Sad Tired Sick Bored Feeling slow	 Green Zone Calm Happy I'm focused Feeling okay In control
 Yellow Zone Excited Anxious Nervous Frustrated Confused	 Red Zone Angry Scared Panic I want to yell I'm not in control

Strategies linked to the 4 zones

 Blue Zone Talk to someone Stretch Stand Close my eyes Take a brain break	 Green Zone Practice calming techniques Help someone Help the teacher Focus on work
 Yellow Zone Deep breaths Count to 20 Draw something Squeeze something Talk to someone	 Red Zone Stop what I'm doing Take deep breaths Ask for a break Ask for help Find a safe space

Applying zones of regulation within the classroom

Children are taught that it is OK to be in any zone, and that they may be in more than one zone at a time. Through discussions, children populate a tool kit of activities that they can undertake which supports them to regulate to the Green Zone so that they are ready to learn. If children feel that their emotions are making it difficult for them to make positive choices or access their learning, an adult in school will remind them of what they can do to help themselves and what tools they can use.

Further support for children who need additional intervention



For children who need further support to help them to understand their emotions, develop their emotional literacy and self regulation, we also offer Nurture Group intervention, a group based programme and Emotional Literacy Support (ELSA). These intervention programmes help to support children to develop the knowledge, understanding, skills and strategies to be able to help themselves.





Behaviour | Rewards

How are learners who maintain high expectations rewarded?





Intrinsic Motivation

We want our children to be great learners and members of our school and community because it is a great thing for them and others! We encourage this through our school values and recognising and celebrating children who demonstrate these qualities.

Extrinsic Motivation

We understand some children find extrinsic motivation a powerful support mechanism and that recognising and rewarding children for their good behaviour is important in maintaining their motivation and sense of self-worth.



    Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



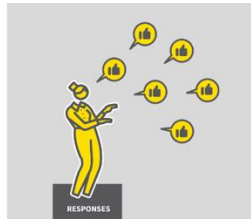
Behaviour | Praise and Reprimand

How are all staff supported in the principles of 'praise in public' and 'reprimand in private'?

Praise in Public



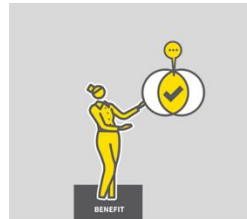
ESTABLISH YOUR EXPECTATIONS



AFFIRM POSITIVE RESPONSES FIRST



FRAME CORRECTION AS POSITIVE REINFORCEMENT



GIVE THE BENEFIT OF THE DOUBT

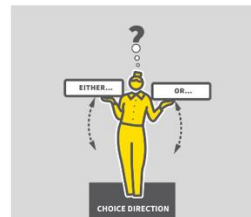


ASSUME CONFUSION OVER DEFIANCE

Reprimand in Private



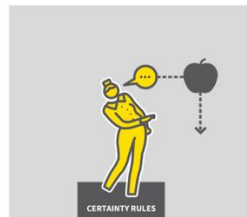
ESTABLISH THE RANGE OF FORMAL CONSEQUENCES



USE ASSERTIVE CHOICE DIRECTION



NARRATE THE CONSEQUENCES



MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY



USE CONSEQUENCES JUDICIOUSLY

At Westfield Infant School our praise- based behaviour management strategy is rooted in the principles of 'warm assertiveness'. Within this, staff always aim to 'praise in public, reprimand in private'.

As a bridge between the behaviour strategy and 'Individual Behaviour Plans' (covered later), children may also be given a 'Choices Ladder' or 'Choices Sheet' to encourage progress towards identified individual behaviour targets.

This is used discreetly, to help children make good choices within the existing structure. Examples are featured below-



● ● ● ● Leaders model the effective use of public praise and private reinforcement for staff and pupils



Behaviour | Responsibilities

How are staff at all levels responsible for behaviour?



PUPILS

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Working hard to improve their behaviour where needed.



STAFF

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, distributing consequences pupils who display poor levels of behaviour.
- This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.



HEADTEACHER

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.







PARENTS





- The behaviour of their child(ren) inside and outside of school.
- Supporting the school to manage the behaviour of their child (ren).
- Encouraging their child (ren) to behave well at school.



SCHOOL

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

    Staff are held accountable for their part in the maintenance of the school's systems and processes

    Designated leaders and managers have clearly assigned responsibilities for maintaining an effective behaviour culture



Behaviour | Leader Specific Role

How do leaders remain visible in the implementation of this strategy?

Proactive Strategies

All staff acting as positive role models around school.	Leaders supporting staff at all levels to implement the strategy and guidance where needed.	Identifying CPD needs and addressing these
Leaders identifying emerging needs at the earliest opportunity to put in place appropriate interventions.	Continuous CPD available and access to Trust Network for behaviour leads.	Regular agenda item on staff meeting.
Reference and access to Walkthru CPD materials.	Leaders are present at key times of the day e.g. start and end of the day, playtimes, transitions around school.	Leaders modelling behaviours.

During

Senior staff being visible around school throughout the day on a daily basis.	Senior Leaders regularly learning walk classrooms monitoring pupil behaviour and attitudes to learning.	All staff being visible around school and taking opportunities to build positive relationships.
Support at the right stage of the behaviour ladder.	Support with structuring conversations with parents/ carers.	Support and advice as to appropriate steps as per the behaviour ladder.
Senior Leaders / Headteacher involvement as per the behaviour ladder.	SLT / SENDCo involvement with development of specific IBPS.	Signposting to appropriate agencies.
Enacting the policy so that it is fairly applied.	Monitoring CPOMS	Modelling positive behaviours and attitudes throughout their work.

After

Monitoring CPOMS logs and data.	Data trends analysis.	Review IBPS according to timescales.
Questionnaires from parents / carers, pupils & staff to gain stakeholder perspectives.	Follow up on individual cases when appropriate	Support with parent / carer conversations and structuring discussions.

●●●● Leaders engage with staff and pupils on corridors, in the canteen, in classrooms and at the gate

●●●● Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



Behaviour | Dealing with Incidents/Consequence Escalation

What support is available for staff where pupils are struggling to meet expectations?

How are consequences escalated when expectations are not met?



Westfield Infant School – Behaviour ladder

Step	Child-led factors				Adult-led factors			
	"Best fit" description of observed behaviour	Examples of observed behaviour may include (considered against the reasonable adjustments identified within individual IEP, EHCP, IBP and neurodiverse children)	Repetition	Who will be the first to deal with it?	Speak/Liaise with...	Restorative actions (How?)	Possible sanction/s (best fit)	Ensure that:
Reminder/Warning	Low-level disruption	Not listening / distracting others / not completing the expected amount of work or lack of care in work / refusing to engage with work, including talking 'off-topic' or inappropriately / shouting out / walking away when an adult is speaking / not following instructions / running in a corridor / Playing roughly or recklessly / using equipment inappropriately / being disrespectful	Two reminders given within session (a lesson, play time etc.)	Class teacher / TA / MDS / Staff member who was present	None needed	Positive framing reminder given & link to school rule and values (take up time given) Second and final reminder given. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices. Consequence clearly outlined if they choose to continue.	Verbal reminder After second reminder class teacher/HLTA to use strategies to best enable the child to change the unacceptable behaviour such as moving the child away from the distraction or near an adult. Thinking time/standing with an adult for children if they reach two reminders during dinnertime playtime. MDS to feedback to class teachers.	Reminders are done as discreetly as possible. Children to be clear about what behaviour is not acceptable and are given the chance to change it. Take up time given to the child to correct behaviour. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Thinking time/Consequence	Persistent low-level disruption [Preventing others from learning] or more serious isolated incidents	As above, three in one session (if children have been given two reminders and have still not corrected the addressed behaviour) OR Instant thinking time/consequence for: risky/dangerous behaviour, being rude to/shouting at adults, damaging school/ others' property, swearing, behaving recklessly / Causing minor damage to property / Refuse to put objects that could cause harm down / Refusing to go to a safe space / Refusal to follow adult instructions to keep them and others safe	Two reminders in the session have led to having to be spoken to for a third time about the same thing.	Class teacher / TA / MDS Staff member who was present (TA / MDS to pass to class teacher)	Behaviour Lead, SLT/Headteacher if needed.	Specific to actions, with class teacher & link to school rules and values Use restorative question prompts to scaffold conversation.	Specific to actions – this may include missing part of playtime/lunchtime to discuss the child's behaviour, a restorative conversation, a phone call home, or a natural consequence. Consideration of the introduction of a 'Choices Chart' if similar behaviours have been previously displayed. Consider whether an IBP is needed if similar behaviours are being persistently displayed.	Parents are informed by class teacher at the end of the day or by phone call. If a child is given 3 thinking times/consequences within a week this will be logged on CPoms by class teacher.
Red Consequence	Unacceptable behaviours that put yourself or others at risk	Verbally aggressive or threatening behaviour against pupil or adult / Using threatening or abusive language / Causing intentional harm to someone through action (including, but not limited to) hitting, punching, throwing, spitting / Causing serious damage to property / Sharing inappropriate images / Absconding the site / Exposing private parts (age and level of understanding dependant) / Discriminatory language towards those with protected characteristics including (but not limited to) racist and homophobic language.	Once	Headteacher	Trust Partner	Specific to actions, with Headteacher & link to school rules and values Consider whether an IBP or programme with FSW is needed.	Specific to actions, with Headteacher (i.e. loss of a day's playtimes) Consideration of Internal or External Suspension.	Parents are informed by Headteacher Incident is recorded on CPoms
Red Consequence +	Persistent Unacceptable behaviours that harm yourself or others including those that pose significant risk	Repeated incidents of Red Consequence Behaviour / Actions which result in significant danger or harm to themselves or others / Use or threat of use of an offensive weapon or prohibited item.	Once	Headteacher	Trust Partner	Specific to actions, with Headteacher & link to school rule and values IBP is needed.	Internal or External Suspension	Parents are informed by Headteacher. Incident is recorded on CPoms LA & Champions are informed.

●●●● Consequences are proportionate and consistently applied when rules are followed or rejected by pupils

●●●● Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



Behaviour | Conversations & Reflections

How do consequences support the implementation of the school's behaviour culture?



What happened?

Who was affected?

What needs to happen next?

Storytelling

Impact

Solution focus

What does the pupil think happened?
 What is the adult perspective?
 What expectations have not been met?

Accepting responsibility
 How can the harm be repaired?
 What consequences need to be put in place?
 Re-iteration of expectations.
 Check ins.

How does what happened make you feel?
 How does what happened make others feel? **How has this affected others?**
Natural consequences

Ensure all parties are given the opportunity to say what happened from their perspective.

Identify expectations that were not met and the harm caused.

Ensure consequences are natural:
Related to the behaviour
Respectful in the way that it is communicated and enforced
Reasonable for the child's level of understanding and need.

- Can you tell me about...?
- What else?
- At that time what were you thinking / feeling? E.g. I think you might have been feeling frustrated / upset?
- There is nothing wrong with feeling ...
- How can we handle this more effectively in the future?
- You were feeling XXX which I understand but XXX is not the right thing to do. What can we do? (Talk about strategies).
 Avoid – telling a grown up – personal responsibility.
- Avoid asking *WHY* questions

- How have others been affected?
- What impact has this had on others? What impact has this had on you?
- How did this make other people feel do you think?
- How have you been affected by this?
- How do you feel now? How have other people been left feeling?

- What will help everyone move on from this?
- What do you need to do in order to move on from this?
- What else needs to happen?



Behaviour | Reflection Time

How does the school manage 'reflection time' consequences?



When conflict occurs in school – as it naturally will – we need to give students and staff opportunities to have the best possible chance of getting back on track.

They will need:


- A chance to tell their side of the story – their unique perspective and account of what happened
- The chance to express their thoughts and feelings – again from their perspective
- An opportunity to understand the perspectives of others and the impact of the behaviour in question has had on others
- The opportunity to accept responsibility for the harm caused.
- The space to identify what needs everyone has
- The chance to come up with plan which meets these needs and to move forward
- The chance to explore issues of reintegration as part of moving forward.

Restorative modelling –students reflect more by asking thinking and feeling questions. In this way we can make clearer the link between thoughts, emotions and actions, something that in turn increases **connectedness, kindness and emotional intelligence**.

Specific use of language – your always late – you were late today

You never bring your homework – this it the third time this term you haven't brought your homework.

1. Clearly and specifically naming the behaviour at issue.
2. What has been the impact of the behaviour, the act, the event, on relationships and on people? Using I statements e.g. "you make me feel" .. To I feel e.g. I feel worried about you when you are late, I felt supported when you helped out in the classroom
3. Think about the solution & what needs to happen to arrive at this successfully

 Detentions or in-school behaviour provision provide opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate



Behaviour | Parental Engagement

How is behaviour communicated with parents?

Sharing Behaviour Expectations

At Westfield Infant School, we believe in fostering effective and positive relationships with parents and carers. We openly share our expectations of behaviour through...

Sharing our policy

Newsletters
Brilliant Bench/star of the week pupils

Parent Meetings

Celebrating Success

We ensure that parents and carers are informed of the success their child is having in terms of behaviour and where necessary improving their behaviour through...

Certificates

SeeSaw

Regular contact – in person or phone call

Parent Meetings

Daily communication (IBP)

Communicating School Concerns

There may be times when as a school we have concerns about a pupil's behaviour. These will be shared with parents/carers so we can work together to solve any problems and support the child.

Face to face at end of the school day

Phone call home

Appointment to discuss concerns

Sharing Parental Concerns

If a parent / carer has concerns regarding their child's behaviour or an incident in school, parents are first directed to talk to the child's class teacher in the first instance.

At drop off or collection time

Phone call to make an appointment

Email to school

●●●● Parents/carers and staff hold mutual respect for each other and actively support the work of the school

●●●● Staff communicate effectively with parents/carers regarding pupils' achievements, wellbeing and mis-behaviour in line with the school policy



Behaviour | Support for Individuals

How does the school support those identified in the data?

Emerging Needs are Identified from...

Staff Concerns


SLT Concerns

Behaviour Data

Parental Concern

Class Teachers, Teaching Assistants, Senior Leaders, SENDCo and the Headteacher will work together to address and put in place support for individual pupil needs through:

Additional support in school on offer – Nurture group, ELSA provision, lunchtime group for additional support during independent times of the day.	IBPS shared with child, staff and families	Appropriate risk assessments carried out where necessary
Involvement and support from outside agencies e.g. Educational Psychologist Service, Inclusion Support Advisory Service, CAMHs, Family Support Worker.	Reasonable adjustments put into place to support children with individual needs.	Learning plans – Learning plans identify specific SEMH targets to support their SEMH development and provisions to help support this.
Regular contact with parents to keep communication with child's family.	IBPs for individuals who need them.	Applications for additional funding through Inclusion Panel Funding, EHCP or Stability Funding Requests.
Referrals made for assessment e.g. to CAMHS or ASD / ADHD Pathway.		


 Designated staff work together to share information and build appropriate support structures for pupils and the staff who support them



Behaviour | Individual Behaviour Plans

How does the school implement individual behaviour plans?

Why is an Individual Behaviour Plan Implemented?

Our school's behaviour policy is designed to meet the needs of all pupils. However, any policy in any school can only meet the needs of most pupils.

Our set of shared values and expectations enable most pupils to succeed. This, together with our promise of Quality First Teaching, ensures that pupils are given the best chances to succeed with their behaviour, and develop good habits of learning and social behaviours.

Every so often, the adults in our school will identify a very small number of children who require reasonable adjustments beyond the parameters of the behaviour policy.

In order to support children to work alongside our school rule, an Individual Behaviour Plan may be introduced as a bridge between the behaviour policy and SEND provision.

How is an Individual Behaviour Plan Implemented?

- We use Individual Behaviour Plans to outline reasonable adjustments as a supportive strategy to help the pupil meet the basic, minimum expectations of our behaviour policy.
- Thoroughly planning consistent mechanisms of support for behaviour and evidencing this.
- IBPs inform parents / carers of the support that is being put in place.
- IBPs provide a useful source of information for external agencies to use if escalation is necessary.

What is an Individual Behaviour Plan?

- An IBP is a tailored set of reasonable adjustments that are preferably agreed by the pupil, parents and staff.



Behaviour | Individual Behaviour Plans

How does the school implement individual behaviour plans?

Individual Behaviour Plan



Name:
Year:
Start date:
Review date:

Individual Behaviour Plan

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What is an Individual Behaviour Plan?

- An IBP is a tailored set of reasonable adjustments that are preferably agreed by the pupil, parents and staff.
- The use of an IBP Target Card is used to carefully give clear structures of support and carefully monitor the progress of the pupil.
- The IBP Target Card gives the pupil a visual reminder of targets and splits up the day into manageable chunks (goals).



Name: _____ **Year:** _____

Identifying Triggers

What time(s) of day is a trigger?

Highlight as appropriate	Arriving at school	Morning Lessons	Morning Break
	Lunchtime	Afternoon Lessons	Afternoon Break
End of the School Day	Assembly Time	Transitions	Other (specify):

Trigger Assessment

What are the (known) triggers?

Highlight as appropriate	Not being first	Transitions	Demands
	Friendships	Change of routine	Change of adult
Hunger	Sleep	Specific subjects (specify)	Other (specify):

What patterns of behaviour have we seen? (Reference to CPOMS categories where appropriate)


Highlight as appropriate	Swearing/offence language	Rudeness towards adults	Threatening others
	Physical abuse of pupils	Physical abuse of adults	Demaging property and equipment
Running / climbing	Other (specify):		Rudeness towards pupils



At Westfield Infant School, our praise- based behaviour management strategy is rooted in the principles of our school rule and values.

As a bridge between the behaviour strategy and SEND considerations, children may also be given an Individual Behaviour Plan
For this, the following steps are taken:

- Parents are called to meet with Headteacher and Class Teacher.
- Triggers and issues are discussed
- Targets set
- Reviewed planned for six weeks' time

 Individually challenging learners have IBPs in place and strategies to support them



Behaviour | Impact of Behaviour Support

How does the school monitor the impact of behaviour support?

Monitoring of CPOMS data for trends and patterns.

Attendance data and information.

Impact of Nurture and ELSA provision.

Staff questionnaires and staff forums.

Attendance data and information.

Pupil voice questionnaires.

Reduction in behaviour incidents logged.


Review of IBP plans at set times.

Parent / Carer questionnaires and feedback.

Following up with pupils causing concern at the earliest opportunity.

The impact of this monitoring activity means we have:

- Early intervention
- Learning plans / IBPS
- Risk Assessments
- School / Parent Partnerships
- Referral to outside agencies.
- Referral to FSW
- Identification for areas of developments
- Trend identification allows for appropriate strategies / addressing of need.

 The school can describe the positive impact of behaviour support/ interventions for individuals and groups



Behaviour | School Improvement Priority

How does behaviour remain a priority for school improvement?

Training and CPD

At Westfield Infant School we recognise that early intervention can prevent behaviour which challenges. As such, members of staff will receive regular training in identifying problems before they escalate, this can be both in the classroom environment or at more independent times of the school day such as lunch and break times.

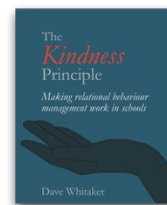
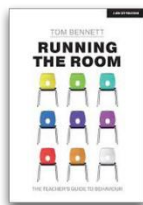
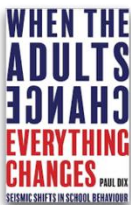
- Teachers and Support Staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of the school CPD offer.
- Behaviour is a regular agenda item at each SLT and Staff Meeting and is a forum for adults to escalate / share their concerns appropriately.

Work alongside the Trust and Trust Partner

- As part of the calendar of activity across the year, regular behaviour audits will be undertaken by the Senior Leadership Team alongside the Trust Partner.
- Members of staff leading on behaviour will also have opportunities to work collaboratively with other professionals across the Trust schools through regular behaviour network meetings.
- As a school we undertake regular stakeholder questionnaires, with input from pupils, staff and parents which help us to identify development areas and gain the perspectives of these stakeholders.


School Practices

The school behaviour practices are based on current, up-to-date research and make reference to a wide range of reading that is recommended to all staff:



The school will use strategies to support all staff where appropriate including:

- Additional targeted coaching
- Staff Meeting and professional development dedicated time
- ECT time

 Behaviour is a high-status topic and recognised as a constant focus of school improvement



Behaviour | Resources for Behaviour

What resources are dedicated to this strategy?

Human Resources

All staff

All staff at Westfield Infant School have a role to play in supporting pupils with demonstrating positive behaviour through:

- Establishing & maintaining expectations
- Developing strong and trusting relationships with pupils
- Establishing and maintaining predictable, consistent routines for all our pupils

School

Investing in whole school programmes to support our children

- Zones of Regulation strategy
- ELSA provision
- Nurture Provision

School Leadership Team

The SLT at Westfield Infant School have a key role to play in supporting pupils with their behaviour choices through:

- Supporting teachers to develop strong relationships, expectations and routines.
- Directly supporting pupils with behaviours that challenge and supporting with reaching out for further support where necessary.
- Ensuring that staff have regular access to high quality CPD and research informed practise.
- Supporting staff to access specialist support from external agencies when needed.

ELSA / Nurture TAs & Family Support Worker

The ELSA and Nurture Teaching Assistants support pupils with their behaviour through:

- Direct 1:1 intervention support through the ELSA programme to help children to identify and recognise feelings and emotions and strategies to support children in managing these successfully.
- Support through Nurture provision to address areas of particular need in a small group environment alongside their peers.
- The Family Support Worker can offer 1:1 and group interventions to address particular areas of need / learning.


Financial Resources

Data System

Westfield Infant School invests in a data system (CPOMs) that enables efficient recording, reporting and sharing of information relating to behaviour.

Whole School provisions

Westfield Infant School invests in provisions such Nurture and ELSA and the continuous CDP for these programmes. We also dedicate financial resources to secure our Family Support Worker to work alongside us and our families.

 Appropriate levels of resource (data systems, reward systems etc) are invested in creating and maintaining an effective behaviour culture




Behaviour | Mental Health and Wellbeing

How does this strategy support mental health and wellbeing?



At Westfield Infant School, we would also contact our inclusion support teacher, use our Early Help offer or CAHMS outreach support if we needed extra support with a child's behaviour.

We also have a strong PSHE curriculum which includes Jigsaw and the Smilers approach (5 ways to well being). This helps to teach children about how to take care of their own mental health and how feelings can affect behaviour.

 Strategies to identify and support wellbeing and mental health issues are included in the school's behaviour policy



Behaviour | External Agencies

How and when does the school collaborate with external agencies to support pupil behaviour?

SENDCo &
SLT

Concerns regarding pupil behaviour are raised by CT and TAs with the SENDCo and Senior Leaders in school.

ISAS

Referral to the school Inclusion Support Advisory Service for advice and support regarding behaviour

CAHMS

Contact CAHMS outreach for advice and tailored CPD for staff involved.

Educational
Psychologist

Referral made to the Educational Psychologist after conversation and consent sought from parents.

Family
Support
Worker


Our Family Support Worker can help us work in partnership between families and school.

Early Help /
Social Care

Refer to Early Help. If escalation is needed, refer to Derbyshire Starting Point for Social Care.

External
Agencies

Refer out to external agencies for support such as Elm Foundation, Stop, Breathe, Think after conversation and consent given by parents / carers.

 The school engages with external agencies to support good behaviour including the development of risk assessments where appropriate



Behaviour | Behaviour Data

How is the behaviour data used?

Behaviour data is monitored closely by senior leaders at the school to ensure that behaviour issues that arise are addressed at the earliest opportunity. Support and provisions can then be put in place as necessary to support the children to help them to be successful.

From the incidents that all staff report on CPOMs, as a school we are able to generate reports and analyse trends and patterns.

We do this so that we can:

Identify trends and patterns.

Identify needs of pupils quickly.

Provide training & support to teachers.


Identify areas for improvement in the curriculum.

Provide bespoke support for pupils.

We look for patterns in a range of areas including:

- Time of day
- Day of the week
- Low-level incidents
- Severity of incident
- Students
- Year group
- Class groups
- Rule broken

Behaviour is an agenda item on each week's staff meeting agenda to escalate concerns / share information / seek support from other adults working in school. Each year we ask all stakeholders to complete a pupil, parent and staff questionnaire. These responses help us to address areas of concern and identify areas of development for us as a school.

 Leaders and managers monitor and analyse behaviour data and take swift, reasonable action to address issues



Behaviour | Culture Monitoring

How is the behaviour culture of the school monitored?

At Westfield Infant School, we use a range of approaches to monitor our behaviour culture and to help us establish an accurate view of this.



Stakeholder Questionnaires – parents, pupils and staff

CPOMs monitoring and reporting

Suspension & Exclusion reports

Staff Meeting Agenda item

SLT Meeting Agenda item

Regular Learning Walks

Trust Partner meetings


Curriculum Impact Reviews

Behaviour audits

Behaviour tracking

Champions meetings

Conversations with children, parents and staff

 Leaders have an accurate view of behaviour culture which is informed by a robust data set



Behaviour | Exclusion

How and when does the school use exclusion to support learners?

WHO?

Only the headteacher has the power to suspend or exclude a pupil from the school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

WHY?

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse

WHAT?

The school has a duty to inform:

- Parents immediately and in writing
- Local Authority Exclusions Team
- Social Care/ virtual schools where applicable


LEARNERS' Trust – Suspension and Exclusion Policy

For legal duties, process and model letters and agendas, please see the full

LEARNERS' Trust – Suspension and Exclusion Policy

[HERE](#)



 School use of suspension, including the reasons, patterns and rates of suspension, is robust



Behaviour | Reintegration

How are pupils reintegrated following an exclusion?

WHY?

Exclusions are difficult on the child, parents and school. Hence the need for the reintegration meeting.

The main purpose of reintegration is to look at how parents, the child and the school can all work together to prevent further exclusions

WHO?

It is important to have the right people in the meeting without being overbearing on the parents. However, it likely to involve a combination of:

- Parents and Pupil (for part of the meeting)
- Headteacher/ SLT
- Class teacher
- SENDCo/ Learning mentor

HOW?

Exclusions are difficult on the child, parents and school. Hence the need for the reintegration meeting. For this reason, it is important that all parties remain professional as this will benefit the child, by:

- Allowing all people to have a voice
- Sticking to the agenda
- Not speaking over others
- Remaining calm

WHAT?

Part 1: Parents and School Team

- School - Reason for suspension and unacceptable behaviours in school including impact on others
- Share chronology – CPOMs and chart
- Impact on the pupil, staff, other pupils

Parents - opportunity to ask questions about the above

Parents - to outline any behaviours at home and how they manage this

How can school and parents help with behaviours in school?

Current support and actions and next steps in school, discussed and agreed as a group

- **Current support in school**
- **Actions and next steps**

Part 2: Parents, School Team and Pupil

School - Reason for suspension and unacceptable behaviours in school including impact on others

Summarise chronology – CPOMs and chart

Impact on the pupil, staff, other pupils

Parents to reinforce the message

Pupil - opportunity to respond, not debate

Actions and next steps

Parents to reinforce the message from school

Pupil - opportunity to respond (clarity on what is happening)



School's work to follow up and support fixed-term suspended pupils is effective



Behaviour | Managed Moves

When and how would the school use a managed move to support a learner?

Schools have two further options to prevent the possibility of permanent exclusion:

Managed Move

Off-site Direction

A managed move is used to initiate a process that leads to the permanent transfer of a pupil to another mainstream school. **Managed moves** should be voluntary and agreed upon with all parties involved, including parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then **offsite direction** should be used.

Managed moves are frequently used as an alternative to permanent exclusion; as a result, no exclusion is formally recorded on the pupil's education record.


Further guidance about managed moves and off-site direction can be found [HERE](#)



Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England

September 2023

 If managed moves have been used, there is clear evidence that this has been done in the best interests of the child, and not the school.



Behaviour | Anti-Bullying

What does the school's approach to preventing bullying look like?

We provide an environment which is:

Safe

Nurturing

Caring

At Westfield Infant School, bullying of any form is not tolerated, whether carried out by an adult or child. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed and then discussed with the Headteacher. A clear account of the incident will be recorded. All staff will be informed so that close monitoring can begin. Parents of both parties will be informed of the steps that have been taken.

This school is a place where everyone has the right to be themselves.
It's a place where everyone can feel safe, cared for and be happy and learn.
Everyone at Westfield is included and acts with respect and kindness towards each other.
school takes bullying very seriously.



At Westfield Infant School we use the acronym S.T.O.P to help children understand the definition of bullying.
Bullying can happen anywhere.
This can include at school and online.
We teach children that bullying is mean or hurtful behaviour that happens
Several
Times
On
Purpose



Bullying can be...

Emotional	Physical	Verbal	Extortion
Online	Sexual	Racial	Discriminatory & Prejudicial

We teach our children how important it is to speak to a trusted adult, at school or at home so we can help. We teach the children that a trusted adult could be a Teacher, a Teaching Assistant, Midday Supervisor or Office Staff. At home it could be a parent, aunt/uncle or grandparent.
that to **STOP** Telling Other People.



Bullying & Keeping Children Safe in Education:
At Westfield, we take bullying extremely seriously and we understand that bullying can be a form of peer-on-peer abuse. The School's Headteacher and Designated Safeguard Leads will be notified of all cases of confirmed bullying to consider if further safeguards are required.

●●●● Strategies to prevent all forms of bullying, are included in the school's behaviour policy



Behaviour | Dealing with Bullying

How does the school deal with incidents of bullying?

Preventing Bullying

At Westfield Infant School we believe in proactive measures to ensure we remain a 'zero-bullying school'. We invest time to teach the children what bullying is and the impacts of bullying through...

PSHE Jigsaw Curriculum

Assemblies

Anti-Bullying Week

Reporting Bullying

Reported by...

Reported by...

Recorded...

Pupil	Parent
Staff	Peer



Trusted Adult



CPOM Incident

Responding to Bullying Incidents

Investigate

Confirm

Record

Inform

Plan

Monitor

Listening taking allegations seriously	Is it S.T.O.P?	CPOMS	Parents	Support for victim	Regular check ins
Establishing facts	Imbalance of power	Tag under "Bullying" tab	Head / DSL	Consequences	Report reoffence
Witnesses to incidents				Intervention / education programme	
				Restorative Conversations	

Staff understand the school's definition of bullying, and implement measures to tackle bullying effectively if it becomes a problem



Behaviour | Racial and Derogatory Language

How does the school tackle incidents of racial or derogatory language?

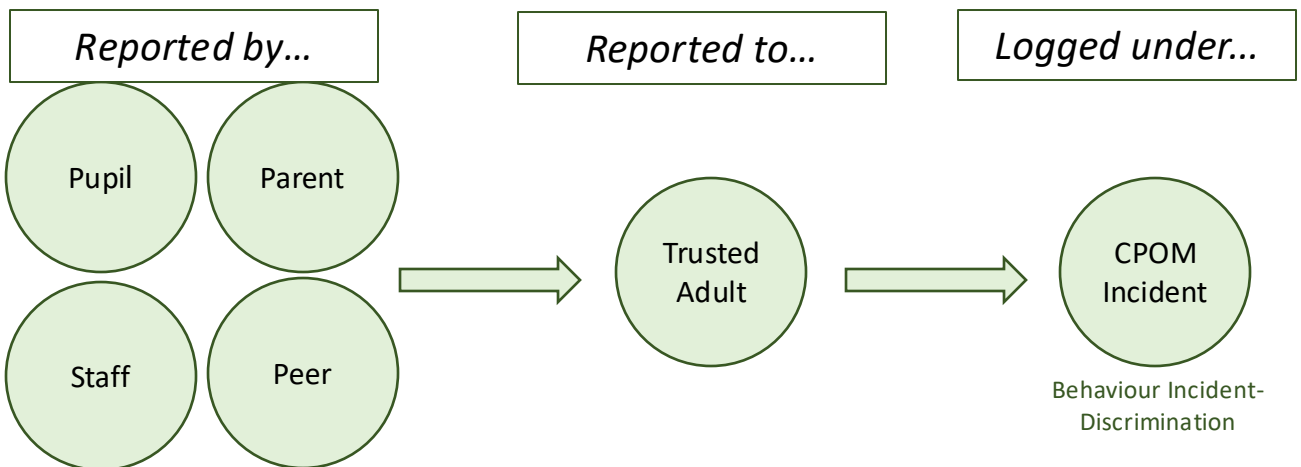
Through our curriculum we aim to develop empathetic young people who are tolerant of difference. We want our curriculum to help us to create openness, honesty, kindness, fairness, tolerance & respect for others.

At Westfield Infant School, bullying or discrimination of any form is not tolerated.

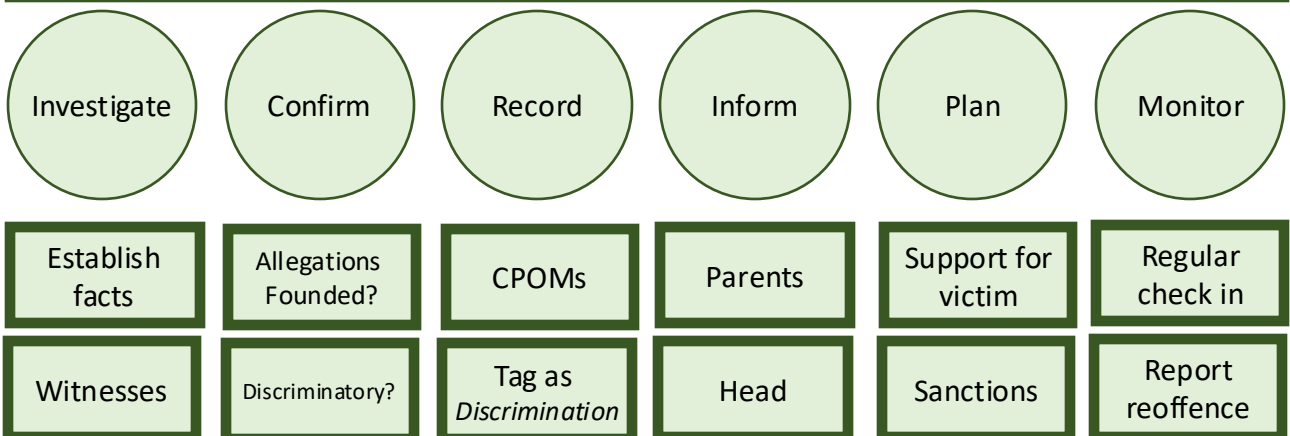
Protected Characteristics

Age	Gender reassignment	Marriage	Pregnancy
Disability	Race	Religion	Sex & sexual orientation

Reporting Discrimination



Responding to Discrimination



Staff are quick to tackle the rare use of derogatory or aggressive language



Behaviour | Staff Workload

How is this strategy conscious of staff workload?

What takes time? What have we done about it?

What takes time?

Why is it important?

How do we help workload?

Establishing expectations and routines

Teaching expectations of behaviour & the routines the children need to follow.

Consistent approaches used and shared across the school.

Consequences


Spending time with children to undertake restorative conversations & consequences. Education & intervention sessions.

Utilising the support of the Family Support Worker where appropriate. Including children in Nurture / ELSA provisions within school to support.

Recording incidents

Recording behaviour incidents to identify need and intervention where needed

All staff use CPOMS system to record behaviour incidents and actions.

 Staff workload is managed in order to allow the operation and implementation of systems



Behaviour | New Staff Induction

How are new staff inducted into this strategy?

ECTs


- Behaviour linked to the ECT Induction Policy
- Protected ECT time allowing for opportunities to develop knowledge by observing experienced practitioners, visiting other school settings, research and reading.
- ECT Mentor time to help support ECT in developing behaviour approaches and practise within their classroom and the wider school environment.
- ECT module on behaviour.


New Staff Induction


- Our behaviour policy is part of our School Staff Induction Policy and Induction Checklist.
- New staff are signposted to the behaviour lead who they can refer to for support and guidance in the first instance.
- Senior Leaders and Headteacher are available to support new staff to develop their knowledge and understanding and application of the school's policy.
- We ensure that all staff are aware of the processes, rules and routines of our school.

Ongoing Support

- Ongoing staff CPD on relationships and behaviour.
- Access for Behaviour Leads to the Trust Network meetings, working with other schools from across the Trust.
- Access to all the Teacher Walkthru materials to access ongoing professional development tailored to specific areas of need.
- Support from Senior Leaders in school with behaviour and support where pupils or staff have been identified as needing additional support or guidance.

 New staff receive information on systems, rules and routines before taking up position

 New staff supported to successfully implement good behaviour culture by assigned mentors who are able to model best practice

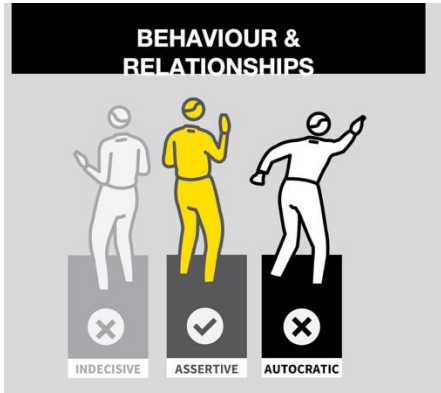
 New staff are inducted into the behaviour culture of the school (and/or MAT) and arrive 'ready' to run their classroom/area and to engage in the whole-school approach



Behaviour | Whole Staff Training

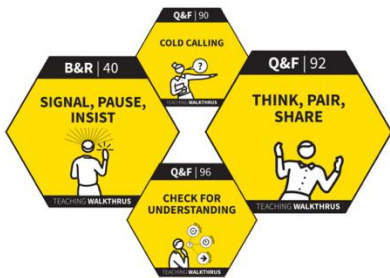
How do all staff remain up to date with this strategy?

Staff Meeting Input



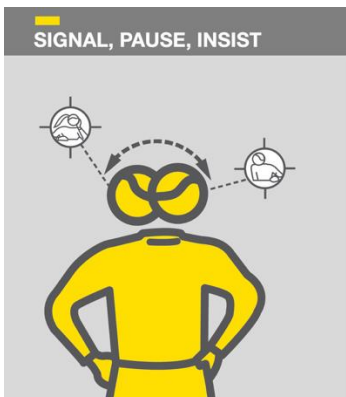
- Each year, staff are refreshed on the key aspects of behaviour management from the WALTHRUs practice guide.
- Behaviour playbook shared with all staff.
- Agenda item each week in staff meetings to identify need.
- Regular CPD and peer support/advice.

Coaching

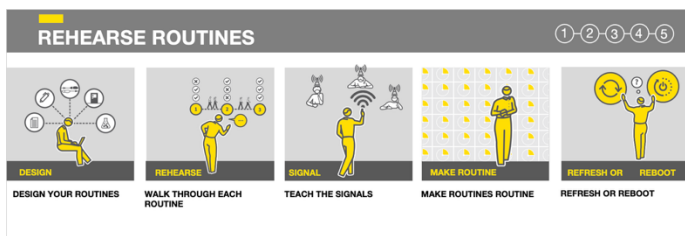


Coaching for staff is done through the WALKTHRUs strategies.

INSET Input



- INSET time dedicated when appropriate and needed.
- Key messages revisited at the start of each academic year.



- WALKTHRUS**
 - BEHAVIOUR & RELATIONSHIPS**
 - AIDIAIPIT**
- Routines are the bedrock of a positive behaviour management system.
 - If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning.
 - Establish them and rehearse them so that they are known, understood and enacted consistently.

All staff receive annual refresher training on the school's behaviour policy



Behaviour | Transition to the School

How are the expectations of this strategy shared with new pupils and families?

New Parent Meetings

School culture and behaviour expectations are shared with new parents through new parent meetings each year and with families for new starters throughout the year.

Little Book of Everything shared with all parents of children starting the school to support them in understanding the vision and culture of the school as well as school systems and procedures.

New Staff Induction

Our behaviour policy is part of our School Staff Induction Policy and Induction Checklist.

New staff are signposted to the behaviour lead who they can refer to for support and guidance in the first instance.

SLT and Headteacher are available to support new staff to develop their knowledge and understanding and application of the school's policy.

We ensure that all staff are aware of the processes, rules and routines of our school.


Ongoing Support

Discussions at parent consultation evenings – behaviour.

End of year reports.

Review points through the year.

- Children needing closer support – discussions with parents, IEPs, IBPs, EHCPs
- Weekly newsletters update parents / carers on activities in school.
- Access to support e.g. Nurture Provision, ELSA, Family Support Worker.
- Referral out to appropriate agencies.
- Support for staff through Trust Networks, ongoing CPD, Teacher Walkthrus, collaboration with other school settings.

 The school runs transition events where pupils and families hear the expectations and are walked through the routines



Behaviour | Pupil Induction

How are new pupils inducted into the behaviour culture of the school?

All pupils, all the time

Behaviour launch/assembly at the beginning of each academic year to highlight expectations and the behaviour culture at Westfield.
Clear articulation of rewards for pupils and sanctions through the behaviour ladder.
Child friendly version of expectations and behaviour ladder displayed in all classrooms/learning spaces.
Termly assembly around behaviour used which may be linked to any behavioural issues/incidents that have occurred.
Weekly reward assemblies linked to our school values and school rule.

Behaviour Teaching Focus – Expectations and Routines


Child friendly version of expectations and sanctions displayed/referred to in each classroom/learning space/room
Classroom culture/poster/child friendly expectations frequently shared.
Weekly reward assemblies. Daily rewards appropriate given

Pupils joining reception

Little Book of Everything shared with all families as part of the welcome to school pack.
Child friendly version of expectations and sanctions displayed/referred to in each classroom.
Weekly focus on school rule/s and expectations

Mid-year admissions

Little Book of Everything shared prior to joining
Teacher/Class TA to explain sanctions and rewards for pupils and reference child friendly version of document.
Age-appropriate buddy to be a support peer/partner to help guide them on school norms and behaviours.

 New pupils are inducted into the behaviour culture of the school and arrive 'ready' to contribute to the behaviour culture



Behaviour | Overall Impact

What has been the impact of this behaviour strategy?

Reporting Behaviour Data

Individual behaviour is monitored weekly with whole-school behaviour trends being analysed half-termly. Senior Leaders look for patterns in terms of where, when and who incidents are related to.

Pupil Survey Result:
I am happy at school

100%

Pupil Survey Result:
I feel safe when I am at school

97%

Pupil Survey Result:
Children behave well around
school

94%

Pupil Survey Result:
I know what to do if I'm being
bullied

99%

Parent Survey Result:
My child feels safe in school

100%

Parent Survey Result:
Behaviour at school is of a
good standard

100%

Parent Survey Result:
The school deals with bullying
effectively

100%

Parent Survey Result:
My child is encouraged to help
others

100%

Staff Survey Result:
Pupils at my school are safe

100%

Staff Survey Result:
Any unacceptable behaviour
by pupils is consistently well
managed:


100%

Staff Survey Result:
My school runs smoothly on a
daily basis

100%

Staff Survey Result:
My school is well led and
managed

100%

 Summary Statement: Leaders and staff create a positive about school culture and practice in relation to pupils' behaviour, support for staff and other systems



Behaviour | Playbook – Explicit Routines

Listening

First

Teachers use their class signal

Then

Teachers pause until all children are ready

Next

Teachers insist that everyone is ready to continue

Finally

Teachers correct any issues, as per 'Signal, Pause, Insist' from Walkthrus

●●●● Pupils respond quickly to instructions and requests from staff

Entering School after Playtimes and Lunchtimes

First

Bell rings - children stop talking and 'freeze'.

Then

Following instructions from midday supervisor children put away equipment and line up in their class line.

Next

Children ensure they are silent, smart and in a straight line.

Finally

Teachers come out and lead their class inside/midday supervisor leads class inside, insisting on a calm and orderly line

●●●● Pupils conduct themselves well at breaktimes and lunchtimes

Coming into assembly

First

Class line up quietly and smartly within their classroom

Then

Teacher reminds class of expectations

Next

Teacher leads the line into the assembly and ensures they are in the right place

Finally

Teacher ensures class are following expectations before leaving the hall

●●●● Pupils have a good understanding of rules, routines and consequence systems



Behaviour | Playbook – Explicit Routines

Entering School

First

Children wait in the correct space

Then


Teacher greets pupils at the door as they enter, looking for any children who may need support

Next

Children sort their equipment for the day (i.e. lunchboxes, snack, water bottle)

Finally

Children quickly and efficiently undertake the morning job at their places

 Pupils have a good understanding of rules, routines and consequence systems

Leaving School

First

Teacher dismisses a table of children at a time to collect belongings

Then


Children wait in their places during this time

Next

Teacher shares positive messages about the day and anything children need to know for the following day

Finally

Teachers move to the specific class exit point and say goodbye to the children, ensuring exit is without issue

 Pupils have a good understanding of rules, routines and consequence systems

Walking Through School

First

Adults remind children about expectations of 'walking feet' at all times and leads the line

Then


Children walk quietly keeping their arms to themselves

Next

Children keep to one side of the corridor to allow others to pass

Finally

Children to greet those they see in a respectful and polite manner e.g. 'thank you' 'good morning' etc.

 Pupils have a good understanding of rules, routines and consequence systems