

Positive Behaviour Management

Pupil Discipline/Behaviour/Exclusion Policy			
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Date	Review Date	Coordinator	Nominated Governor
Autumn 2023	Autumn 2025	Head Teacher	Chair of Governors

Positive Discipline Policy

This document is designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community. The policy is the result of consultation with pupils, parents, governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Our children have contributed to the behaviour policy through their annual involvement in the development of the school's general expectations that support the Westwood Stars expectations.

School's Philosophy

In the words of motivational speaker Rita Pierson, we want the children as she says to 'build a legacy of relationships.' At Westwood, we believe that this can be done through kindness and trust. All the children can make a difference on their journey. Rita Pierson also says, 'Every child deserves a champion, an adult that will never give up on them, who understands the power of connection and insists that they can become the best they can possibly be.' This is possible for all children at Westwood CP, as we use relationships as a powerful tool, to support your child's behaviour and their journey through school.

The main aim of Westwood CP School is for every member of the school community to feel valued and respected and for all persons to be treated fairly. We are a caring community whose values are built on mutual respect and trust. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. We aim to provide a safe, stable and happy environment in which there is a positive attitude to discipline, where all pupils are encouraged to respect themselves, each other and **make good choices**.

Main Aims

- To promote positive pupil behaviour through consistent, whole school approaches.
- To promote pupil's self-esteem by encouraging them to view themselves in a positive light.
- To ensure sound, effective classroom management and organisation where children are clear about the rules, rewards and consequences.
- To employ clear strategies of positive behaviour management which are employed fairly and consistently by all staff.
- To encourage pupils to develop strategies to self-regulate.
- To develop a Restorative Approach.

Guidelines

STARS, Dechrau Da, Regulation Stations and the Class DOJO is used in all classrooms to promote positive behaviour.

- Staff will always set high expectations for pupil behaviour in class, around school and in the wider community.
- Positive behaviour arises from good relationships with pupils and from setting expectations of appropriate behaviour.
- Self-esteem steers positive thinking and good behaviour; in turn, this will have a positive impact on learning and performance.
- Staff will provide positive learning and life experiences that match the age and stage of the child (reinforce, support, challenge and extend) as this will increase the chances of children responding positively in the classroom, supporting them to achieve their potential.

- Rewards and positive praise are more likely to support positive behaviour than blaming and punishing. Using Class Dojo's will increase children's self-esteem and thus help them to achieve more. Class teachers must manage effective reward systems consistent with the whole school initiative.
- Dechrau Da will be a visual support for children to help them develop a self-awareness of their behaviour and identify opportunities for self-regulation and restorative conversations with adults.
- Class teachers may implement additional strategies, depending on the individual, group or needs of their class.
- One Page Profiles will ensure all staff are aware of each child's needs and their individual circumstances to help us act in the fairest way.
- Staff will adhere to the philosophy of a Positive, Trauma Informed approach towards positive behaviour management.

At Westwood we will:

- As adults always treat each other with respect, therefore providing positive role models for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Recognise and reward good behaviour, through the Class Dojo and Daily Treat Time.
- Provide encouragement and support to all pupils.
- Treat all pupils fairly and apply this policy in a consistent way.
- Ensure that children are aware of the STARS rules and that Dechrau Da is used to support a restorative approach towards behaviour.
- Through the school curriculum, teach positive values and attitudes.

School Rules

During the first week of the new school year all pupils are involved in understanding our STARS through whole school assemblies followed by individual activities within each class. Each class should establish classroom expectations and routines. It is the class teacher's responsibility to reinforce these rules and routines within their class.

The STARS are:

1. Stay safe, make safe choices
2. Tell the truth, always be honest
3. Aim high, always try your best
4. Respect others, ourselves and the environment
5. Show kindness to all.

Be Westwood
S.T.A.R.S

Show	• Show kindness to all
Tell	• Tell the truth. Always be honest
Aim	• Aim high. Always try your best
Respect	• Respect ourselves, others and the environment
Stay	• Stay safe. Make safe choices



Rewards and Consequences

We aim to create a healthy balance between rewards and consequences with both being clearly communicated. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour, using the Dechrau Da system. Negative behaviours will not be accepted or ignored; this will be acknowledged, and behaviours dealt with a Trauma Informed approach. All systems are flexible to consider individual circumstances. The emphasis of the school positive policy is on **regulation, restoration and reward**.

Included in the policy are suggestions for positive behaviour management techniques (listed below). All class teachers should utilise Dechrau Da, as a graduated response to behaviours. Children for whom this approach is not appropriate will have an individual pastoral support plan detailing alternative strategies. Class teachers must use their initiative to

implement their own approaches for the individual before working with the ALNCo through the official IDP process if necessary.

Rewards

All members of staff will recognise and celebrate positive behaviour.

Rewards may involve:

- ❖ Class Dojos
- ❖ Items in a jar
- ❖ Stickers
- ❖ Raffle tickets
- ❖ Seren Yr Wythnos
- ❖ Daily Treat Time
- ❖ Head's Stickers
- ❖ Sending good work with the child to other staff members and Headteacher
- ❖ Headteacher Handshakes
- ❖ Special responsibility job
- ❖ Phone call home/ SEESAW message home
- ❖ Praise postcard home by Head.

Consequences

Despite a positive approach to encouraging good behaviour, it may be necessary to employ restorative strategies and consequences to help children regulate and apply the Westwood STARS rules. Consistency is vital and should be appropriate to each individual situation. Please see below the explanation of Dechrau Da stages and the provision of regulation stations in all classes.

Example of Dechrau Da and a Regulation Station in Birch Class.

Dosbarth Birch





- Everyone has a DOJO monster, and they start on **Green** every day! Every day is a new day! **'Diwrnod Da!'**
- Sometimes your child might make a mistake and not follow the Westwood STAR Rules and their teacher might say that they need some 'Thinking Time,' and move their DOJO Monster on to **Blue. 'Amser Meddwl.'** **What can your child do if that happens? Use the Class Regulation Station, talk to their class teacher or repair their wrong choice.**
- If they carry on making the wrong choices and they are not following the Westwood STAR Rules because they are not able to regulate, they will be moved on to **Yellow. 'Cerdyn Melyn.'** This is when they will have 'time in,' with their teacher to discuss their behaviour and they will be supported to reflect on how they can make better choices, through a restorative conversation.
- **If they are still unable to make better choices, they might be moved to Red. 'Cerdyn Coch.'** They may also be given a Cerdyn Coch if

Moved to Amser Meddwl...

Think about their feelings! Your child should use the Regulation station to help them regulate and feel calmer. This will help them make better choices.

This is their opportunity to turn things around and move back to **Green – Diwrnod Da!**

Time in to talk to their teacher or preferred adult, when they feel ready.



'Time in' with their class teacher to discuss their behaviour. This might mean that they miss a play time, depending on when this conversation takes place.

Their teacher will talk to their parents about their behaviour.

They will miss their daily Treat Time.



They will be spoken to by Mrs Jones.



If Mrs. Jones is not here, Mrs Brown or Mrs Donaghy will speak with your child.



Once they are calm, they will be supported to reflect on their behaviour.



Parents will be rung. Depending on the severity of your child's behaviour, it may result in an exclusion.



Your child will miss their daily Treat Time



Consequences for Cerdyn Melyn and Cerdyn Coch

Other options to support with positive behaviour management:

Teachers may send a child to another class.

Bespoke provision for individuals should be provided for all children.

Pom poms in a jar – Visual representation for the DOJOs.

Pastoral Support Plans and reduced hours with the support of parents.

Hand of 5 for all pupils with their One Page Profiles. - Who am I most comfortable talking to in a time of crisis?

For continual unacceptable behaviour or cases of serious verbal or physical violence the child may be excluded from school on a fixed term basis. Please see more information regarding exclusions, further along in the policy.

Expectations of Staff

When dealing with all forms of inappropriate behaviour, staff should be mindful of the following:

1. ***Be calm*** ~ children should be dealt with calmly, with sensitivity and in line with the school's behaviour policy.
2. ***Fresh Start*** ~ although persistent or serious misbehaviour needs recording and monitoring, every child must feel that every day is a fresh start with the chance to make things right, repair and make improvements in line with Dechrau Da and a Trauma Informed Approach.

Playtime Behaviour

As part of Mrs Matthew's targets this year, she will be developing a regulation station in the outdoors and training MDSA staff in playground games and activities that are underpinned by the principles of Jenny Mosely.

Should a child make the wrong choices on the playground, they will be asked to remain with a key adult on the playground for an appropriate amount of time, to have a restorative conversation. This is classed as 'Time in', with an adult.

All staff who supervise break and lunch times, will feedback to the class teacher at the end of the break giving details as appropriate, and will add to CPOMS if necessary. The class teacher can then follow up appropriately.

Younger children will remain on the smaller yard and older children will remain on the larger yard.

All children can earn tokens at dinner time. They can then use their tokens to vote for the treat they would like for whole school at the end of a term. Treats will be decided by the school council in consultation with all pupils. Pupils can earn tokens for using their manners, eating nicely, using a knife and fork, playing nicely, being helpful and many more things!

Recording and sharing of behaviour

- Record incidents on CPOMS
- Use of ABC forms as appropriate on the advice of the ALNCO. (Linked to Pastoral Support Plans)
- Exclusions will be recorded on the child's profile on SIMS and reported to the Education Department and Governing Body, as required.
- Behaviour records may be shared with external agencies.
- Where appropriate behaviour is discussed and shared with parents.

Fixed Term Exclusions

We believe that pupil exclusion is best defined by the Education Act 2002 as 'to exclude on disciplinary grounds' and must be either a fixed term or permanent exclusion. In the school's Positive Behaviour Policy, the Governing Body acknowledges that pupil exclusion is a sanction that will be used only when necessary.

Therefore, we acknowledge that a pupil will only be excluded following serious breaches of the school's behaviour policy or if the safety of pupils and school personnel would be harmed if the pupil remained in the school.

The Head and members of the Disciplinary Committee are fully acquainted with Welsh Government Guidance: Exclusion from schools and pupil referral units

<https://gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf>

School exclusions: Guidance for meetings

<https://www.gov.wales/sites/default/files/pdf-versions/2021/1/3/1610565084/school-exclusions-guidance-meetings.pdf> (2020)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To only use exclusion as a last resort, as stated above, except when an immediate exclusion is appropriate.
- To have in place early intervention systems to deal with negative behaviours.
- To have in place systems to reinstate excluded pupils as soon as possible.
- To establish good working relations with parents of pupils who have been excluded.

Role of the Governing Body	<p>The GB has:</p> <ul style="list-style-type: none"> ▪ delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy; ▪ responsibility for ensuring funding is in place to support this policy; ▪ responsibility for ensuring policies are made available to parents; ▪ nominated a link governor (GJ) to visit the school regularly, to liaise with the coordinator and to report back to the GB; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
The Role of the Head	<p>When making the decision to exclude the Head will:</p> <ul style="list-style-type: none"> ▪ Undertake a thorough investigation into the alleged incident by looking at all the evidence that is available.

	<ul style="list-style-type: none"> ▪ From the outset keep a written record of all the stages of the investigation plus signed witness statements. ▪ Listen to the pupil's/parent's version of what happened. ▪ Check whether the alleged incident was provoked by racial or sexual harassment and to consider any breach of the school's equal opportunities policy. ▪ If they think it is necessary, the Head will consult with other relevant people other than those who might be later involved in reviewing this incident. ▪ Look at alternatives other than exclusion such as: <ul style="list-style-type: none"> - Internal exclusion by removal to another class - Restorative practice - Mediation - A managed move ▪ Decide on the length of the exclusion; <ul style="list-style-type: none"> - Fixed or - Permanent ▪ Inform parents immediately. ▪ Report the exclusion to either: <ul style="list-style-type: none"> - Chair (always) - The Disciplinary Committee (over 5 days or 20 lunchtime exclusions in any one term) - The Local Authority (always)
<p>Fixed Term Exclusion</p>	<ul style="list-style-type: none"> • In any one school year the Head is allowed to exclude a pupil for one or more fixed term periods but not exceeding 45 school days. • During this period of exclusion, the school will continue to provide education for the pupil and plan for the pupil to be reinstated after the exclusion period has ended. • Once a decision has been made parents will be informed by school communication methods – email or letter. • When informing parents, the school will use model letters from the Flintshire County Council • Parent will attend a re integration meeting with the class teacher and Headteacher. A four plus one PCP grid will be used to reflect with the parent. The pupil will be invited into the meeting to ensure they have their voice heard. 'What they wish their teacher knew...'

	<p style="text-align: center;">4 + 1 Questions</p> <p>What have we tried? What have we learned?</p> <p>What are we pleased about? What are we concerned about?</p> <p style="text-align: center;">What do we need to do next?</p>
<p>Informing the Discipline Committee and the LA</p>	<ul style="list-style-type: none"> • Informing the Discipline Committee & the LA Within one school day the head teacher must inform the governing body Discipline Committee and the LA of: <ul style="list-style-type: none"> - permanent exclusions; - exclusions which will result in the child being excluded for more than five school days or 20 lunchtimes in any one term; - exclusions which will result in the child missing a public examination. <p>Fixed-term exclusions totalling five or fewer school days, or 20 or fewer lunchtimes (quarter days), in any one term, and where the child is not missing a public examination must be reported to the Discipline Committee and LA once a term.</p> <p>Exclusion reports must include: - the child's name, age, date of birth, gender and ethnicity; - whether the child has a statement of SEN, is being assessed for such a statement, or is on School Action or School Action Plus; - whether the child is in LA care; - the length of the exclusion; - the reason for the exclusion. In the case of a looked-after child from another LA area, the 'home' LA should be informed.</p>
<p>The Role of the Discipline Committee</p>	<ul style="list-style-type: none"> • If needed, the Discipline Committee will: <ul style="list-style-type: none"> ▪ Review all exclusions over 5 days. ▪ Consider any representations from parents. ▪ Take the following into account when making a decision about exclusion: - <ul style="list-style-type: none"> - special educational needs - disabilities - gender - cultural differences
<p>Liaison with Parents</p>	<ul style="list-style-type: none"> • Every effort will be made to seek parental co-operation at all stages.
<p>Permanent Exclusion</p>	<p>A pupil may be permanently excluded (45 school days) if:</p> <ul style="list-style-type: none"> ▪ All other strategies have failed.

	<ul style="list-style-type: none"> ▪ The offence was a serious one-off offence such as: <ul style="list-style-type: none"> - serious, actual or threatened, violence against a pupil or a member of the school personnel; - sexual abuse or assault; - supplying an illegal drug; - threatening to use an offensive weapon; - carrying an offensive weapon; - or any other serious offence
Reporting	<p>Annually the Head will report the following to the GB:</p> <ul style="list-style-type: none"> ▪ The number of exclusions ▪ The type of exclusions ▪ The outcome of each exclusion
Monitoring the Effectiveness of the Policy	<p>Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors. The use of updated procedures and policies from will be integrated and updated when necessary.</p>

Recording, Monitoring and Evaluating Behaviour

Bullying

Bullying of any kind will not be tolerated. Incidents of any form of bullying (***Bullying is the deliberate intention to repeatedly threaten, frighten, intimidate or hurt someone***) are to be recorded.

- ***Incidents of bullying*** must be recorded by the class teacher on CPOMS. It will also be recorded centrally on the school's SIMS system for the perpetrator. School will investigate bullying incidents in a timely manner and respond appropriately. (See Anti-Bullying Policy)

The class teacher must investigate any alleged cases of bullying and take appropriate steps to improve the situation. If the case is deemed to be bullying, it should be passed to the SLT (Senior Leadership Team). It is best to inform parents at an early stage and most cases can be dealt with efficiently.

The Head teacher should be kept informed of such cases through discussion. Should bullying incidents progress further still, the Headteacher will formally involve themselves in the situation. All forms of racist bullying will be reported to the Local Authority by the Headteacher.

Roles

Role of the Pupil Voice - School Council

The School Council will have opportunities to reflect and express their opinions on the school's positive behaviour policy.

Role of the School Staff

All school staff have the responsibility to uphold the Positive Behaviour Policy.

Good classroom organisation is key in supporting good behaviour, as is the provision of a high-quality curriculum through interesting, engaging, challenging and accessible activities.

All staff will have high expectations for learning and behaviour. Staff will encourage a calm, responsive atmosphere that recognises positive contributions from the children as well as supporting a consistent approach to dealing with behaviours. It's the responsibility of the whole staff to ensure that the Westwood STARS are at the heart of school life for both staff, pupils and the wider community.

Staff contribute to the open-door policy for parents and carers. Class teachers will deal with parental concerns in a timely, respectful, sympathetic and professional manner involving senior staff as appropriate. Support staff will inform the appropriate class teacher should they be approached by a concerned parent.

Role of Parents / Carers

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and cooperate fully with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Our school motto is "Growing Together" thus, the school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

- We expect all parents to support Westwood Stars
- We expect parents to ensure their child attends school regularly and arrives on time.
- We expect parents to provide a telephone call or email of explanation for any absences.
- We expect parents to encourage good behaviour, politeness and respect.
- We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression or intimidation to staff by parent/ carers will not be tolerated.
- When the school takes steps to address negative behaviours, parents should trust and support the actions of the school.
- All parents should adhere to the Complaints/ Concerns Procedure should they be concerned with how their child has been treated. The first contact must be with the Class Teacher by arranging an appropriate time.
- We expect parents to support and follow school policies, procedures and rules as laid out in the school prospectus.

Role of the Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour and in reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and positive discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school positive behaviour policy and to ensure it is consistently applied by all staff in school, monitor its effectiveness and to report back to school governors.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff as they implement the policy.

The Head teacher maintains records of serious incidents relating to behaviour and bullying and is made aware of any concerning incidents that are being dealt with by class teachers or at a more senior level. Copies of letters home will be maintained. These are also logged on CPOMS.

The Head teacher has the authority to issue either a fixed-term or permanent exclusion as appropriate.

Monitoring and Review of this Policy

The school will review this policy every 2 years or at other appropriate times should the need arise and assess its implementation and effectiveness throughout the school as part of the Self Evaluation process that steers the School Development Plan. Any amendments will then be taken to the Governing Body for approval. All stakeholders to the school will be considered and represented when making amendments to the policy.

