



Westward House School

Qualifications are important. Self-esteem is life changing

Behaviour Policy

Reviewed Harriet Harrison September 2024

Next Review Date September 2025

Behaviour and Discipline Policy

This policy document is a statement of our aims, principles and strategies for encouraging good behaviour at Westward House School and has been written in accordance to Welsh Government guidance on Challenging Bullying ([rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf](#)), Behaviour Management ([practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-secondary-schools.pdf \(gov.wales\)](#)) and Exclusions ([Exclusion from schools and pupil referral units \(gov.wales\)](#)) The school has adopted the principles of 'Restorative Practice' in promoting high standards of behaviour.

‘Every child has the right to learn and no child has the right to disrupt the learning of others.’

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and the process of co-operative teamwork and the school welcomes and encourages the involvement of LA, Westward House School, parents and others in the community.

Purpose of this policy includes:

- Developing a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people.
- Ensuring reward and sanctions are applied consistently and fairly by all staff.
- Providing support to staff to ensure positive and challenging behaviours are dealt with consistently and fairly.

Aims

At Westward House we strive to:

- Encourage a trusting and caring environment.
- Create a positive atmosphere so that the children feel safe and secure and can develop self-discipline and self-esteem.
- Ensure each child in the school is equally valued by all, irrespective of class, age, race, gender and disability.

It is the primary aim of Westward House that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school *expects* every member of the school community to behave in a considerate way towards others.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. We will make the school policy available to parents and to encourage them to promote positive behaviour, working in partnership with the school.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our aims for behaviour are that all children will:-

- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards their roles in society.
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.

- Take pride and responsible interest in caring for their environment.
- Show respect for others, the environment and for ourselves.
- Be able to distinguish between right and wrong.
- Encourage children to discuss aspects of their behaviour and that of others and to make suggestions to improve their own behaviour or the behaviour of others.
- Be able to understand the system of rewards and sanctions and to enable them to measure how their skills and attitudes are improving.

Our aims, we believe, are achieved when:

- Clear individualised expectations are agreed, understood and accepted through regular activities which define what is acceptable and unacceptable behaviour
- A school atmosphere is created which is consistent and caring
- Staff use the *PACE approach in their interactions with pupils (see appendix 1)
- We encourage the pupils to be able to make responsible behaviour choices. We support them and help them to learn to be able to do this
- Pupils are provided with excellent role models
- Pupils and parents understand that inappropriate behaviour has consequences, which are applied individually and fairly within the school in a calm and considerate manner. These consequences are explained to pupils/peers/staff where necessary in a sensitive manner

Principles for Behaviour

Our set of principles for behaviour in school follow these questions of our behaviour:

Is it kind?

Is it respectful?

Is it safe?

Expectations of Behaviour

At all times during the school day including lessons, break and lunchtimes pupils are expected to:

- Be polite, courteous, honest and truthful
- Respond the first time a request is made.
- Respect a member of staff's decision as final
- Work and play constructively with others
- Take turns and share
- Respect others' different opinions.
- Find ways to settle disputes quickly
- Be truthful about their actions and those of others
- Work independently and responsibly
- Follow instructions
- Complete tasks in the time given

- Respect the school environment, including school and personal property
- Walk carefully and quietly around the inside of our school
- Be sensible when using the cloakroom, toilet, library and other areas
- Leave areas tidy after use
- Never take other people's things without their permission

Rewarding Good Behaviour

Our staff make every effort to highlight, celebrate and reward good behaviour. There are a variety of rewards for good behaviour including: verbal praise, sharing strategies and presented with roles, such as IT monitor. Positive behaviour is never taken for granted but is actively taught and reinforced. Rewarding good behaviour is done sensitively and appropriately based on the needs of the individual and the whole group. When a pupil observes another being praised or rewarded, this can negatively impact on their self-esteem and own wellbeing.

Dealing with Inappropriate Behaviour and Supporting and Understanding Pupil Behaviour

Occasionally children behave in ways that are considered as inappropriate and which have a detrimental effect on staff and other pupils. We believe that challenging behaviour is most often the result of an unmet need, or a difficulty in communicating that need to others.

In line with the Equality Act 2010, we aim to enhance the life experiences of all of our pupils so that no-one is unfairly disadvantaged as a result of their differing needs, behavioural or otherwise.

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils. In some situations the use of sanctions may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way.

A range of strategies may be used to encourage pupils to improve their behaviour, including:

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories
- Time Out – timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time
- Behaviour Support Plan/ Sensory Support Plan – for pupils requiring ongoing planned support.

Following restorative practice principles, after any incident of inappropriate and undesirable behaviour, the pupil is given the opportunity to reflect on the inappropriateness of their behaviour and to understand the impact it has had on others. It is also ensured that a way forward is established to repair the harm and with staff try to come to an understanding of the antecedent of the behaviour.

Inappropriate behaviour is categorised into three stages:

Stage 1

These misdemeanors are considered minor and are dealt with swiftly and effectively. They include low level disruption in class, not completing tasks on time, not sharing fairly, being a little unkind to others etc.

Sanctions for stage 1 misdemeanors may include: Verbal or written warning, receiving a time out or participating in restorative writing.

Parents are not normally informed of Stage 1 incidents.

Stage 2

These behaviours are considered more serious in nature and are usually formally recorded. Restorative Practices are carried out to try and make the perpetrator understand the impact of his/her actions and every attempt is made to establish a way forward and a positive outcome. In all cases the perpetrator is expected to make every reasonable effort to repair the harm and apologise to the harmed.

Examples of Stage 2 incidents include:

- Sustained and more overt disruption in class
- Refusal to complete work set
- Refusal to follow instructions
- Using inappropriate language
- Minor physical assault towards another pupil(s)
- Any form of bullying – see also our Anti Bullying Policy
- Minor damage to school property

Parents are mostly informed of any Stage 2 incidents so that they can support the work of the school at home. Sanctions may include paying for damaged property, writing apology letters (if deemed appropriate), or working in another classroom.

Stage 2 incidents are reported to the Proprietor or Lead Teacher and are recorded in a pupil's secure online documentation folder and with an entry on the school's secure incident logging platform. As well as logging the incident, staff should complete an ABC (antecedent, behaviour and consequence) form on the Google Drive and save it in the pupil secure online folder. A behaviour spreadsheet records all incident of behaviours and is stored electronically on the secure drive.

Stage 3

These incidents are the most serious in nature and are always formally recorded in the ways previously mentioned. Stage 3 incidents are reported to the lead teacher. Parents will be informed so that they can fully understand the nature of the incident and the impact it has had on others. All sanctions will be discussed with the parents.

Any mitigating circumstances leading up to Stage 3 incidents should be thoroughly investigated, recorded and reported on the school's secure incident logging platform.

Examples of stage 3 incidents include:

- Extreme verbal abuse to other children and/or staff
- Serious physical assault, biting, kicking, punching other children and/or staff members
- Damage to school property
- Leaving the school premises without permission
- Extreme use of inappropriate language
- Serious cases of bullying and harassment to children and/or staff
- Extreme defiance
- Any form of dangerous behaviour
- Persistently aggressive, rude or disruptive behaviour.

Stage 3 Strategies may include:

- Pastoral Support Programmes (PSPs) for learners who are not responding to schools' general actions to combat disengagement and disaffection and are in need of longer-term intervention. PSPs are plans for learners to better manage their behaviour and are drawn up using a multi-agency approach (including the learner and parents/carers) and reviewed on a regular basis. •
- There may be situations that require a learner to be removed from class but may not require exclusion from the school premises. This could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.
- Managed move: if we feel we can no longer manage the behaviour of a particular learner, the school may arrange, normally through the LA, for another school to take over the learner's education. This should only be done with the full knowledge and cooperation of all parties involved, including the parents/carers and the LA, and in circumstances where it is in the best interests of the learner concerned.

Stage 3 sanctions

Stage 3 incidents are taken very seriously and the most probable sanction if a strategy is not suitable is a fixed term exclusion in line with Welsh Governments guidance on exclusions ([Exclusion from schools and pupil referral units \(gov.wales\)](https://gov.wales/guidance/exclusion-from-schools-and-pupil-referral-units))

The school understands, and considers very closely, that a parent/carer has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if they think that the exclusion is because of a disability their child has.

Stage 3 incidents are dealt with in the same way as other incidents following restorative practice principles and the same attempt made to repair the harm. The sanctions, however, are more serious as such behaviours cannot be tolerated.

All sanctions for serious misbehaviour will be recorded electronically and stored on the secure drive

The number of behaviours is shared and interpreted termly with the Quality Assurance board and helps to inform the effectiveness of this policy.

Fixed-term and Permanent Exclusions

Only the Proprietor Harriet Harrison has the power to exclude a pupil from school.

The Proprietor may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. It is also possible to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Proprietor excludes a pupil, she informs the parents immediately, giving the reasons for the exclusion.

The Proprietor must inform the Local Authority of any fixed term or permanent exclusions.

Physical Intervention

From July 2024, Peter Davies will hold Level 3 Advanced Award & Certification in Positive Handling and Accredited Train the Trainer Status. All staff will receive facilitated positive handling training during December inset and annually thereafter and for new starters as part of their induction.

All staff will be provided with course joining instructions, a training certificate, A physical skills taught record and a post course evaluation.

An attendance register of all training events will be kept.

Behaviour Plans

Where children find managing their behaviour difficult or their behaviour is continually rude, aggressive, insolent, disruptive to class etc. a behaviour plan may be established between the lead teacher and the pupil. The contract will include targets and sanctions relevant to that pupil and his/her behaviour.

Daily notes are recorded by the class teacher about the pupil's behaviour and a 'Home/School Behaviour Diary' may also be used if appropriate. Entries written in the diary should include both positive and negative instances of behaviour/progress.

Any improvements in behaviour are recorded and rewarded.

Expectation of behaviour when travelling on School Transport

Pupils travelling to and from school on buses are expected to show appropriate behaviour at all times. If inappropriate behaviour is reported the lead teacher will take the necessary actions. The Proprietor is entitled to exclude a pupil from travelling on the bus for serious and repeated incidents of poor behaviour, damage or dangerous behaviour.

Strategic Planning

Strategies for developing good partnership with parents include:-

- Regular informal contact with teachers who are always accessible to parents before and after school and via email and telephone.
- Good communication channels
- Formal parents' evenings and an open door policy throughout the year.
- An induction programme for children which includes an opportunity for parents to visit school to discuss matters with the lead teacher and support staff.
- Welcoming other parental contributions such as accompanying educational visits, providing transport for children and helping with extra-curricular activities in line with safeguarding policies.

Strategies for providing children with opportunities to discuss appropriate behaviour include:

- A programme of Social Communication which includes work on relationships and self regulation strategies.
- The compilation of a set of simple rules for the whole school community. These rules are: Is it safe? Is it Kind? Is it Respectful?. These are displayed on entrance to the school and in classrooms.
- Regular discussion of these rules and the rationale which underpins them.

Strategies for promoting desirable behaviour include

The provision of a curriculum designed to stretch and engage each child.

Classroom organisation which facilitates independent working.

The encouragement and appreciation of children who act as positive role models.

Positive self directed strategies included in Social Communication discussions

Strategies for eliminating undesirable behaviour include:-

- Clear guidelines on responding to behavioural issues which have been developed by and have the full commitment of, all teaching and non-teaching staff..
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial and sexual harassment.

Strategies for promoting care of the physical environment include:-

- Providing an attractive, organised and neat environment conducive to learning
- enhance the environment, engage children's commitment to the environment and increase self-esteem through housekeeping. Aim to increase sense of "ownership" of the space by staff reinforcing that the school is "our shared space" that belongs to us all.

Monitoring and Review

The lead teacher and Proprietor monitor the effectiveness of this policy on a regular basis.

The policy will be reviewed every year. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the lead teacher and Proprietor receives recommendations on how the policy might be improved.

Appendix 1

*PACE

The PACE approach to staff interactions with pupils refers to Playfulness, Acceptance, Curiosity and Empathy and is based on the work of Dr Dan Hughes and is based on the premise that children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

- **Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
- **Acceptance** involves unconditional positive regard for the child. Accept the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the child.
- **Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the child.
- **Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the child's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

Appendix 2

Roles and Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and the director) work towards the school's aims by:

- Esteeming children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all conduct involving bullying or harassment.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging one another.

The Lead Teacher together with the Proprietor and teaching staff, work towards the school's aims by:-

- Taking a lead in the establishment of our positive school ethos.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and reporting attendance.
- Taking active steps to ensure that buildings and grounds are well maintained and that any damage is quickly rectified.
- Encouraging community use of the school facilities to increase local involvement and commitment.

In the Classrooms, teachers and LSAs work towards the school's aims by:-

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous.
- Being good role models i.e. punctual, well prepared and organised.
- Taking quick, appropriate action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively with the shared philosophy and commonality of practice.

Pupils work towards the school's aims by:-

- Attending school in good health, maintained by adequate diet, exercise and sleep.
- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised – bringing kit, taking letters home promptly, returning books efficiently.
- Contributing to the development of the school's code of rights and responsibilities.
- Conducting themselves in an orderly manner in line with this code.
- Taking growing responsibility for their environment and for their own learning and conduct.

Parents work towards the school's aims by:-

- Ensuring that children attend school in good health, punctually and regularly (this involves taking holidays out of term time).
- Providing prompt notes to explain all absences.
- Providing support for the discipline within the school and for the staff's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing children to take increasing and personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.