



Behaviour policy

Aim

At Westwood we want our school to have a calm and caring atmosphere where everyone feels safe and happy. We aim for all our children to achieve to their highest potential and excellent behaviour is fundamental to ensure every child succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are the root of this. This policy reflects the values and principles that we collectively consider to be important to our school. It is a live document and should be referred back to whenever necessary.

Rewards

Our rewards and sanctions need to be consistent throughout school, so that children have continuity from class to class and have a better understanding of acceptable behaviour.

We fully recognise and reward helpful and cooperative behaviour, good work and achievement.

Smile The most common reward used is “the smile” to recognise that the child is making the right choices.

Verbal – well done Public recognition for correct behaviour choices and / or good work

Written feedback – in books Comments made on super work

Traffic light plus This is a whole school approach of a traffic light system, where all children start each day on green. Children can move to silver or to gold for excellence in behaviour, effort or achievement.

Sharing good work – public acknowledgement in class Sharing an exceptional piece of work with the class and displaying a copy of it on a good work wall for the remainder of the week

Responsibilities for pupils Monitors include:- Dinner helpers, Sports Leaders, Eco council and School council

Good work assemblies weekly Children have the opportunity to talk about their learning.

Star of the week assemblies weekly (9:00 a.m. Thursday KS2, Friday KS1)

The class with the highest attendance for the previous week is celebrated and attendance figures added to the display. Two stars of the week are announced and their name is added to the head teacher’s newsletter and the stars are added to the hall display. Parents of the stars of the week are invited to this assembly and need to be informed the day before. Stickers can also be given for any other worthy children.

End of year awards (prizes) Achievement certificates are presented in a special assembly and many children receive special prizes including shields for excellence in PE, Courage, Progress and Kindness

Sending to other staff members with work Children who have produced exceptional work can be sent to other staff members (including the Principal) for further recognition

Celebrate success with parents Informal comments at the end of the day or celebration postcards or phone calls to reward exceptional work and achievement.

Our school rules:

Westwood pupils follow 6 golden rules GLLWK not FLIDWHf:

Be gentle with each other

Don’t fight

Be honest

Don’t lie

Listen

Don’t interrupt

Look after property

Don’t damage

Work hard

Don’t waste time

Be kind and helpful

Don’t hurt feelings

But we also expect children to:

Come to school everyday

Wear their school uniform

Have their PE kit in school

Move around the school building calmly and quietly

Play sensibly, safely and co-operatively

Use manners

And smile!



Sanctions

If a child breaks the rules we use the language of Choice and Consequence.

Pupils choose their behaviour and choices always bring consequences. We understand that mistakes are normal and therefore consequences should be supportive. The following table shows the sanctions used at Westwood, starting with the most minor and growing in severity.

"The Look" Minimal eye contact and a stern look given for routine misbehaviour
Praise others for making the appropriate choice A reminder of expectations by identifying and praising a child doing the right thing – e.g. "Thank you... for putting your hand up".
Highlight choices Verbal caution
Warning – link to traffic lights Moving pupil down the traffic light - from (gold to silver to) green to amber to red
Adult support Teacher / TA to support the pupil in their work
Time out in own class Sitting in class, away from the other pupils but still with a focus on the teacher
Time out in partner class Sitting in class, away from the other pupils but still with a focus on the teacher
Informal contact with parent To make them aware of a slip in behaviour
Sent to SLT - For serious incidents / persistent behaviour, child to be seen by head or SLT member and incidents logged in HT's Red Incident log
Use of behaviour contract
Speak to parents - Formal contact made and parents asked to come and see head and class teacher, agree parental contract to ensure they accept and support our work
Exclusion – internal Pupil will be excluded in school for a period of time
External agency support
Exclusion – external - Formal disciplinary procedure involving governors and LA

As previously stated consistency across school is of the utmost importance. Every member of staff must ensure that they have high expectations of the pupils and take a collective responsibility both in class and around school. We expect an apology from the pupil.

Racism Policy

Definition of a racist incident

A racist incident occurs when people are abused because of their racial difference.

Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.

It is crucial therefore:

- For the victim to feel supported by the school
- For the perpetrator to be dealt with

Responding to racist incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

- All incidents are dealt with sensitively
- The Principal/SLT are responsible for dealing with racist incidents.
- All staff need to be confident, to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, pupils, governors and parents need to be kept informed of progress and outcomes.



All racist incidents are logged. The log includes other kinds of personal abuse like bullying. Incidents are reported to the Local authority.

At Westwood, we:

- Encourage pupils to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security for pupils who need it before and after school
- Pupils' experiences and backgrounds are utilised in planning and gathering teaching materials.
- Pupils share in discussions dealing with racism in circle time activities
- Use the skills of bilingual support staff fully and effectively in school.
- Provide explicit information for pupils (on what to do if they are victims of a racist incident)
- Develop positive relationships between staff and pupils in order to ensure children can tell about their experiences and share incidents of abuse

Bullying Policy

Rationale

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of school. School will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability or social background.

Purposes

Every student in our school has the right to enjoy learning and play, free from intimidation, both in school and in the community.

Our school does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is dealt with seriously.

Pupils should help each other by reporting all instances of bullying. Information is treated in confidence.

Procedure

Reporting Pupils should be encouraged to report bullying to any trusted adult. Pupils are taken seriously at all times. Any information is regarded as confidential, as far as possible.

Recording Incidents of bullying are recorded initially in the Class Red Incident Log which is monitored regularly by the Principal/SLT.

Investigation The situation is investigated and the outcome communicated to those involved Parents of bullies and victims will be involved and informed of the outcomes.

Staff action

- Bullies should not be bullied.
- Victims should be provided with a "safe refuge"
- Bullies and victims may be counselled together.
- All involved must see something is being done.

Incidents are recorded in whole school Incident Log (Principal) and dealt with by the Principal alongside the class teacher. Sanctions follow our behaviour policy.

Learning

There are frequent opportunities for pupils to discuss all forms of bullying in many curricular areas / PSHE / assemblies/ school council. Pupils learn about the different kinds of bullying – racist, homophobic/sexism and social networking / cyber-bullying.



Extremism and radicalisation

What is 'extremism' and 'radicalisation'?

'Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Westwood Academy builds pupils' resilience to radicalisation by promoting fundamental British values. School encourages pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. This in turn enables them to challenge extremist views.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. Staff are not required to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

What to do if you have a concern regarding extremism and/or radicalisation

Incidents, which may seem insignificant on their own are recorded using the Red File system, which is monitored regularly by the HT.

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Data collection and monitoring

Each class has a Red Incident Log which moves with the cohort through school. Behaviour incidents, including all covered by the 9 protected characteristics from the 2010 Equality Act, are recorded here.

age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Any incidents of bullying involving the above characteristics need to be recorded in the class Red Incident Log. It is important that the incident is recorded, dated and actions and follow up are also recorded.



Children leaving school premises without permission

Children are not given permission to leave the school premises.

Every effort will be made to

- Find the child
- Contact the family
- If the child is not found within 25 minutes, the police will be informed.

Description	By Whom	Date
Established	Westwood Academy/TM	November 2014
Reviewed	TM	10.8.16
Approved	Director of Standards	15.9.16