



Westglade Primary School

Grow, discover, & blossom

WESTGLADE PRIMARY AND NURSERY SCHOOL

BEHAVIOUR POLICY

February 2025

Approved at the meeting of the Governing Body held on:

Signed: 

Position: Chair of Governors

How does our school behaviour programme work?

- Every class has a traffic light chart placed in the classroom. The traffic light colours are green, orange, red and gold.
- All children have their names on the chart. Every child begins the day on green no matter what has happened the day before.
- If a child shows a behaviour that does not match our values the teacher will explain why and give them a reminder and ask them to correct the behaviour. If the child continues to display the behaviour their name will be moved on to "orange". If the behaviour continues again their name will be moved on to "red".
- The teacher will move the child back on to "green" when their behaviour has improved. The child can be moved back at any time and the teacher will look out for improved behaviour when they know a child is on "orange" to try and encourage them to be back to "green" by the end of the day.
- Children that are consistently "green" earn the right to be "gold". In Key Stage one and two this would mean that you have been green for at least a week.

What happens if my child regularly achieves a gold card?

- Dojo messages will be sent home congratulating the children for their excellent behaviour
- Every term there is a grand prize which is an event for these children to attend. The date will change each term so it might be at the beginning, the middle or the end.
- Gold children will be the ones chosen for additional events.

'Gold' children need a reminder too and sometimes they will move from green to orange or red and back again in a day.

What happens if my child ends the day on the red traffic light?

- Children on the orange light will be tracked by the teacher.
- A child on red at the end of the day will have a red card to take home to their parents. The teacher will tick which value they struggled with on that day. We would ask that parents talk to their children about their day and support them to think about their behaviour in school, sign and return the card to the class teacher. There is an invitation for parents to talk to the teacher on the bottom of card if they wish to find out more information. The card will be in the child's book bag or handed to the parents in an envelope to respect child and family privacy.
- At this stage it is about reflecting on behaviour and keeping parents informed that there may have been an issue at school. The child will return the next day and start a fresh.

What happens if my child keeps on ending the day on the red traffic light?

- Children ending the day on the red light will be tracked by the teacher so that we can support them and avoid lots of repeated incidents.
- If a child has ended the day on 'red' 2 or 3 times in a week the teacher will seek support from the Senior Management Team and discuss how they might support the child in the class. They will check that they have all the right things in place for the child and look at other ways they can help the child with their behaviour.
- We will hold solution circles for pupils who are frequently on red cards who might need further support
- If the child continues to end the day on red (we say 4 or 5 times in a two-week period as a guide only) they will become children who are **Aiming for Gold** and they will have their own program of support.

~~Chance cards – slips given around school by staff to pupils. Names to be written on by pupils and signed by staff then put in a box for lucky dip. This will be drawn during Friday assembly. Class teacher to deliver box to hall before assembly.~~

Dojo points – children earn Dojo points that are linked to our school values. Any member of staff is able to give children Dojo points when they see positive behaviours both in the classroom and around school. The child with the highest number of Dojo points each week will receive and reward (ice-cream) during the Friday Celebration Assembly.

Gold book – every member of staff nominates a child. They earn a Westglade dollar which they can exchange for a treat and a certificate to take home.

Class and individual rewards

Each class has their own class system that suits the developmental stage and interests of their current children with agreed class rewards

All classes participate in Friday afternoon Golden Time. This is for 30 minutes close to the end of the school day. At the start of the week all children have 30 minutes' time. If children behave inappropriately they can lose minutes. If pupils have a red card at the end of the day they will lose five minutes. On Friday afternoon, all children with 30 minutes intact have first choice of activity. Children who have lost minutes sit out for that time. When they have paid back their time they can join in with the golden time activities.

Consequences

There will always be a small percentage of children who need something different or additional but for the majority the consequence will be missing a privilege which could be losing golden minutes and playtimes.

If the child is sent to the Head teacher the incident will be logged in the red book which is stored in the Head teacher's office.

The first incident is a warning.

The second incident will involve a phone call home explaining that this type of behaviour is unacceptable.

The third incident is a letter home.

The fourth incident will result in the parents coming to school to meet with the Head teacher.

If behaviour reaches this level the child will lose the privileges that other children have earned e.g. treats, and activities in which the child represents the school.

Each half term the red book will begin again.

For cases of severe disruption, such as fighting, swearing or open defiance, the situation and context will be assessed by a member of staff who will deal with the incident appropriately. If further support is needed the child will be sent to Mrs Wenyon, Ms Kershaw or Miss Foster. In their absence, a further member of the SMT will be sought.

Each day will be a fresh day for consequences with all the previous days removed, though any consequences accrued would need to be served.

Lunch time

The class teacher treats each child fairly and enforces the school values consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Local Authority Behaviour Support Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the head teacher

It is the responsibility of the head teacher under the School Standards and Framework Act 1998, updated 2002 and 2006 and the Education Act 2011 to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher or the deputy in their absence has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Governors are kept informed of all exclusions and behaviour concerns in school.

Parental Engagement

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school values in the school prospectus, at new admission induction meetings and through other channels of communication. We expect parents to support these rules as a basis for good citizenship.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Some children, who are vulnerable, experience emotional or behavioural difficulties and are at risk of being excluded, will benefit from a visit in school time from their parent. Parents can support their children in their learning and reinforce strong partnerships between home and school staff. A few children need emotional support from parents on a frequent basis to allow them to learn.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

On very rare occasions the school has the right to search pupils in order to ensure other pupils and staff are safe. Parents will always be informed if this has happened and it will only occur in the most extreme cases eg if a pupil brought an item that could be considered a weapon onto the school site.

The school also recognises that there are occasions when the school needs to be involved in disciplining beyond the school gate if the school is made aware of non- criminal bad behaviour and bullying occurring off the school premises. The Head teacher will consider whether it is appropriate to notify the police or an anti-social coordinator in the local authority of the actions taken against the pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

In addition, school staff will always consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer significant harm. In this case the school staff should follow its Safeguarding policy.

Safeguarding

As set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE, 2024) all school staff have a responsibility to provide a safe environment in which pupils can learn. Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Residential visits

Children will only be considered for residential trips if they are considered a low health and safety risk. Children need to be able to follow reasonable requests and instructions without question to ensure all children are happy, healthy and safe.

Staff training

Courses undertaken that relate to promoting positive behaviour are logged in the CPD file. Professional development to meet the continued needs of the children are met through INSET days and staff meeting time.

Monitoring

The head teacher and Senior Management Team monitor the effectiveness of this policy on a regular basis. They also report to the governing body and, if necessary, makes recommendations for further improvements.

The named staff for behaviour are Mrs Wenyon and Ms Kershaw. The role includes:

- To receive any information / resources which arrive in school.
- To monitor behaviour throughout the school and report as necessary
- To advise and liaise with colleagues on aspects such as resources and ideas.
- To keep up to date with any new initiatives/new strategies.
- To introduce and support whole school initiatives to support children, staff and parents
- To meet with parents if requested
- To develop staff skills and confidence through leading staff meetings

Staff induction, development and support