



"Think MORE; Be a Westmorland Warrior."

Behaviour and Discipline Policy

Westmorland Primary School

**Autumn Term
2025**

Review date: Autumn 2026
Signed by: Headteacher



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Policy on Behaviour* and Discipline

*Throughout this policy, behaviour refers to both attitude to learning, physical and verbal behaviour.

Introduction

At Westmorland Primary School, there is an expectation that all children behave well. All members of staff within school have high expectations of the children's behaviour and strive to ensure that the children do everything to the best of their ability. By ensuring that behaviour standards are high, children at Westmorland are able to feel safe in their knowledge of clear boundaries and expectations.

Central to this policy is the expectation that all children will be treated fairly, with respect and understanding using clear earned rewards and appropriate sanctions as needed. There will naturally be some differences between key stages in the use of rewards and sanctions, as the age of the children will have to be taken into account, as well as those who have additional needs.

Aims and objectives

We aim to ensure that everyone feels happy, safe, valued and secure during their time at school.

We do this through objectives (listed below) linked to our relationships in school, our environment and ethos and our links with parents and carers. In addition, we are a BIP lead school and working closely as needed with other local schools.

Relationships in school	Environment and ethos	Links with parents and carers
<p>Promoting good relationships, so that children can work together with the common purpose of helping everyone to learn.</p> <p>Expecting every member of the school community to behave in a considerate way towards others, with adults and other children providing good role models.</p> <p>Treating all children fairly and applying this behaviour policy in a consistent way, taking additional needs into account.</p>	<p>Striving to ensure that the children grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school.</p> <p>Promoting good behaviour, and deterring behaviour that does not follow school rules and values (including learning behaviours).</p> <p>Boosting pupils' self-esteem and raise aspirations through the use of specific praise and encouragement.</p> <p>Rewarding good behaviour linked to our warrior values.</p> <p>By helping the children understand the importance of making the right choices, respecting others, giving encouragement, valuing others and being part of a caring community, through daily classroom routines and ethos, as well as PSHE lessons.</p>	<p>By involving the parents at the earliest opportunity so that they are informed and understand how their child's behaviour is at school, especially if changes need to be made.</p> <p>By sharing good behaviour news with parents through weekly certificates and informal conversations.</p>



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Expectations

We expect all children to show the Warrior values that are listed below:

W - Willpower

A - Achievement

R - Respect

R - Reflection

I - Independence

O - Organisation

R - Reliability

These expectations are supported by the warrior peg system which is displayed in each class. Each child starts each day at the top of the chart with the aim to stay at the top of the chart and be a Westmorland Warrior.

If a child's behaviour deteriorates or they are not following an adult's instructions then the child will be asked by the adult to move their peg down to "think and change," with a very clear instruction to the child of what needs to change. If behaviour continues or escalates, the child will be sent for 5 minutes "Time Out" in another class. This time out is recorded on CPOMs and communicated to parents at the end of the day. When the child returns to their class, they will be reminded that their behaviour must improve or they will be sent to a member of SLT.

Should a child move their peg, they have the opportunity to move back up when their behaviour changes.

The role of adults in the school

All the adults in our school have high expectations of all the children with regard to behaviour and will strive to ensure that all children work to the best of their ability. It is the responsibility of the person in charge of the class to ensure that the school rules are enforced in their classes, they are consistent with rewards and sanctions and that the children behave in the expected manner.

If a child misbehaves repeatedly in class, then the class teacher will record the incidents and speak to parents the same day. However, if the inappropriate behaviour continues over time, the class teacher will seek help and advice from the management team, after speaking with the child's parents.

It is the responsibility of the senior management team to implement the school behaviour policy consistently throughout the school, to ensure the health, safety and welfare of all children in the school and to report to governors, when requested, on the effectiveness of the policy. Records of all reported serious incidents of inappropriate behaviour, will be kept by a member of the senior management team.

It is the responsibility of the head teacher and the management team to support staff in their implementation of the policy.

The SENCO will ensure that all SEN Support Plans with behaviour needs have been instigated and followed. They will liaise with other outside agencies and parents to ensure that the child is given the right support. The way we deal with SEN children does depend on the child's need, if it is diagnosed and whether additional factors or "blips" could be contributing to poor behaviour. It is



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essential that teachers know these children inside out so that adaptations can be made whilst recognising that having an additional need must not be used as an excuse for inappropriate behaviour.

Rewards

We praise and reward children for good behaviour, recognising specific features of behaviour through praise and referring to the Warrior values. Stickers and stamps are used as appropriate for the age and personality of the child. Each classroom has a Warrior chart on which children complete each letter across the week as they are achieved. Staff also ensure that specific praise is used in relation to work completed in books and behaviours that are seen in school.

Every Friday all the children who have collected every Warrior is considered for the warrior of the week reward. One child from each class is chosen and they take part in a Friday afternoon activity. These activities are timetabled and planned for, following pupil voice feedback and include rewards such as a trip to the park, Mr Henderson's sweet shop, game time, art time, ice creams, etc. This Friday timetable is changed each half term with a rotation of activities that include older favourites and new ones from pupil voice feedback which is taken termly.

Warriors of the week will also take a certificate home to share their good news, wear the yellow WOW award lanyard around school for the week and take a friend to lunch at the WOW table in the hall every day.

Every other week children take part in a Makaton singing assembly which also celebrates weekly Warrior achievements. Teachers choose two children from their class to receive a Warrior Certificate, celebrating and explaining which of the warrior values that has been achieved that week.

At the end of each term, all the children who have collected the agreed number of full weeks of warriors will take part in a larger treat activity. The number of weeks needed will be communicated in Monday briefings and be relative to the total number of weeks in a term. Similarly, these rewards also take into account pupil voice and are led, where possible, by their opinions. Activities such as scooters, nerf gun shoot outs and discos have taken place.

In addition, at the end of each term there are whole school progress assemblies in which three children from each class are chosen for making progress in reading, writing or maths. This assembly will be led by members of the senior management team.

Class teachers are encouraged to inform parents/carers of a child's good behaviour by either speaking to them personally or making phone calls home.

Rewards in Early Years

Children in Nursery and Reception are routinely praised for expected behaviour, with specific praise so that their understanding of school expectations develops within these early years. As within Key Stage 1 and 2, stickers and stamps are used to reward children. Warrior values are introduced towards the end of Reception so that children become start to become familiar with these before moving to Year 1.

All of Early Years children take part in an end of term reward which, where possible, will be the same as Key Stage 1 and 2.



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Sanctions

The school enforces the school rules and ensures a safe and positive learning environment by employing a number of sanctions. Each sanction is employed, appropriately to each individual situation.

If a child is disruptive in class, or fails to complete a task, the adult will remind them of the expectations for behaviour. If a child repeatedly shows inappropriate behaviour, then the Warrior peg system will be used (see expectations).

The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the member of staff taking the lesson stops and ensures that the child no longer takes part in the session by sending them to the senior leadership team.

Staff should avoid physical contact with children and apply de-escalation strategies, however, there may be times that staff may need to physically intervene.

In line with Team Teach, physical intervention is only used in circumstances when a pupil is:

- Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- At imminent risk of causing personal injury to self
- At imminent risk of injuring someone else
- Causing significant damage to property
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise

The use of force can only be regarded as reasonable if:

- It is used for the minimum length of time to achieve its objective
- It is used as a last resort and all other aspects of the policy has been followed. This must be recorded on CPOMS
- The degree of force must be the minimum necessary and in proportion to the incident and the seriousness of the behaviour, or the consequences it is intended to prevent

The school follows the SMBC Care and Control guidance and the vast majority of staff are trained in Team Teach (a list of which staff have received Team Teach training can be obtained from the Headteacher).

If any physical interventions are used then parents are contacted on the same day, either by a phone call or a meeting with the child's parents. The physical intervention will be recorded using the 'Physical Intervention Reporting Form' and sent to the Local Authority. Governors will be informed at each Governing Body Meeting as to whether any physical interventions have been used during that term.

Sanctions in Early Years

As within Key Stage 1 and 2, staff have high expectations of children's behaviour. Should children not follow class rules and display warrior values, two warnings are given to encourage the change their behaviour. These warnings are supported by visuals and Makaton as appropriate for each individual. If behaviour does not change, the children will move to sit nearer to an adult for 5 minutes. The class teacher will speak to the child's parents/carers the same evening this is done with a view to improving behaviour.

As with Key Stage 1 and 2, consistent poor behaviour choices are recorded on CPOMs. If the unacceptable behaviour persists members of the senior management team may become involved.



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Exclusions

Staff keep records of all reported serious incidents of inappropriate behaviour on CPOMS.

The Headteacher or the Deputy Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of inappropriate behaviour.

Internal exclusions: These exclusions may be internal so that the child remains in school but apart from their class. In this circumstance, children will complete work from their class in the Headteacher's office.

Exclusions to partner school: Rather than formally exclude, the Headteacher or Deputy Head will first exclude the child to our partner school (Adswood) for a short period of time.

Fixed term exclusions: For repeated or very serious acts of anti-social behaviour, the Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

Permanent exclusions: In extreme and exceptional circumstances, the Headteacher may permanently exclude a child. This action is only taken after the school governors have been notified. It is also possible for fixed term exclusions to be converted into a permanent exclusion, if the circumstances warrant this.

If a child is being excluded in any of the ways detailed below, their parents will be informed by the Headteacher or their representative immediately. They will be given reasons for the exclusion. At the same time it will be made clear that the parents can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal.