



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Ethos, Ethics and Positive Behaviour Policy

Approved: Autumn 2026

Next Review Date: Autumn 2029

Ormskirk West End Ethos, Ethics and Behaviour Policy

Rationale

Our school's behaviour policy is designed to support the way in which all members of the school can work together; it aims to promote an environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential.

The welfare of pupils is paramount to us and we will take time to reflect on behaviour choices and work with our children to promote positive choices. Our behaviour policy is not primarily concerned with rule enforcement, it is a means of promoting good relationships, so that our school community can work together with the common purpose of happiness, calmness and a ready to learn spirit.

Aims

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 reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to *promote* good behaviour, rather than merely address behaviour which is unacceptable.

- to ensure that children experience a consistent and clear response from all the adults and other children in the school,
- to ensure that children who are struggling to behave well are supported to make positive changes
- to ensure that effective learning is able to take place across our school community.
- encourage the children to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip our children well for the responsibilities of adult citizenship
- prevent bullying, racism and anti-social behaviour.

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Just as Maths and English are learnt, we need to provide opportunities to teach positive behaviour and this will be built into our planned curriculum with adults in school modelling this.
4. Staff and governors are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to “punishment” or “sanction”. Instead we operate a system of reflection where children discuss what has happened, how they were feeling and strategies for the future, and, if necessary, discuss with an adult a **consequence**.
6. Examples of consequences maybe, making up lost learning time during playtimes, tidying up any mess made, writing a letter of apology, time out in a different area within school etc.
7. We employ ‘Solution Focused’ approaches to de-escalate conflict. When physical intervention is required to ensure a safe environment staff use the appropriate techniques to secure a calm and safe outcome.
8. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.” Use of Reasonable Force DfE circular 03/12.
9. Teachers and the Inclusion and SEND Team will hold a register of those children whose behaviour choices are causing concern.
10. Each class will have a copy of its class expectations displayed in class.

11. Staff will work closely with the Head with responsibility for Wellbeing, Inclusion, SEND Team and Lead Behaviour Professional to ensure that pupils at risk receive specialist support when necessary.

Three Pocket Principles

At Ormskirk West End we have three simple principles that underpin our behaviour policy.

These are –

- Be Respectful
- Be Responsible
- Be Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

The West End Way

We also follow and explicitly teach the principles of being ready to learn as a clear guide for behaviour expectations.

West End walking is:

Face forward

Stand tall

Arms behind our backs, or close to sides.

Keep a reasonable distance between you and the person in front of you.

Do not talk when moving around school.

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each

other.

West End Listening is:

We always face forwards

Even though you might want to say something, we don't interrupt.

Straight sitting, no slouching.

Track the Speaker

Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles and words
- with individual points
- with team points
- with stickers and stamps
- with Superstars awards in assembly
- with attendance awards
- with prizes for achievement and effort

The staff at Ormskirk West End Primary School make the following commitments to their pupils:

- We will aim to give more positive comments to negative ones (on a ratio of at least 3:1)
- We will adopt a warm, strict approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)

- We will treat children fairly and in line with their needs and ability.

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Date of current policy: December 2026

Date of Next Review: December 2029

Appendix 1

Reward systems and consequences

Appendix 1 – Reward Systems and Consequences

Achieve - individual points “Westie points”

At Ormskirk West End we have a points system to reward effort and behaviour.

Children receive points for making positive choices about their behaviour which are linked to our three pocket principles of respectfulness, responsibility and readiness to learn and in addition resilience and being a role model.

Points should be given one at a time, not in multiples. When the child has achieved 10, 20, 50 or 100 points, they will be allowed to choose a gift from the West End Shop. They can choose to spend their points or save them. This also adds to the concept of saving and spending.

Achieve Team points – Team

At Ormskirk West End we have a class points system to reward effort and behaviour.

Children receive points for making positive choices about their behaviour which are linked to our three pocket principles of respectfulness, responsibility and readiness to learn and in addition resilience and being a role model.

Points should be given one at a time, not in multiples. Each week the team points board is updated and at the end of the half term, the team with the most points will all receive a treat of their choice such as a disco, pizza party and additional play.

'Reflect and Restore'

At Ormskirk West End Primary School, we believe that positive behaviour is developed through reflection, understanding, and restoration. When a child displays inappropriate behaviour, they may be supported through a 'Reflect and Restore' session. This involves spending time in a calm, quiet space where they can regulate their emotions and consider their actions. During this time, pupils complete a reflection sheet to help them think about what happened, how others may have been affected, and what they can do differently in the future. Staff guide this process with a restorative approach, encouraging pupils to take responsibility, rebuild relationships where needed, and return to learning with a positive mindset.

Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Where possible, children decide their own consequences with an adult guiding their decision.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents parents will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.
- A reflection sheet maybe appropriate with older (KS2) children.

Appendix 2

Dealing with behaviour incidents

Low-level disruptive behaviour in lesson

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Repeat the instruction to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction
4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then...

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.
6. Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).

7. For pupils causing concern as a result of persistent poor choices then an '**Individual Behaviour Plan**' will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

More Severe Behaviour Incidents

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
4. Serious wilful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be excluded for a minimum of one day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

Recording serious incidents

Serious incidents are to be recorded on CPOMS using the behaviour tab. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMs (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

Solution Focused Brief Therapy is a technique used to help resolve problems. The essence of the approach is

- to work with the person rather than the problem;
- to look for resources rather than deficits;
- to explore possible and preferred futures;
- to explore what is already contributing to those possible futures;
- to work with the Learning Mentor on strategies to avoid future negative behaviours.

Safe Handling

Team Teach is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Appendix 3 – Children with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's Senior leadership team and Safeguarding Leads will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Individual Support Plans (ISP) Individual Support Plans are put in place for students who are struggling to manage their own emotions or behaviours. They are written and reviewed termly with parents/carers. Information recorded in the ISP helps staff to identify triggers or antecedents in order to reduce the risk of further incidents of significant behaviour. Staff with input from parents/carers, agree on the most effective strategies to help deescalate a situation or incidents as it occurs.

Aims of the ISP;

- To ensure the safety of student and others, at all times.
- To maintain the dignity of the student at all time.
- To ensure that student is aware of what behaviours are acceptable and unacceptable, and the consequences of each.
- To decrease incidents of aggressive behaviour, directed towards student
- To provide consistent management of student's behaviour.

Appendix 4 – Example of a reflection sheet.



Ormskirk West End Behaviour Reflection sheet

Name: _____ Date: _____

What poor choice have I made?	<hr/> <hr/> <hr/> <hr/>
Who has been affected by what I have done?	<hr/> <hr/> <hr/> <hr/>
How have I made other people feel by making this choice?	<hr/> <hr/> <hr/> <hr/>
What can I do to repair this? What consequence is appropriate for this behaviour choice?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How can I avoid this happening again?	<hr/> <hr/> <hr/> <hr/>