

WESTMINSTER CE PRIMARY ACADEMY

BEHAVIOUR POLICY

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
FGB	FGB	Nov 2014		December 2017

AIMS

Through the successful implementation of this policy we aim to:

- Support the improvement of standards of attainment of our children and ensure that every child has the opportunity to achieve their best.
- Establish and maintain a happy, calm and safe working environment.
- Create an atmosphere where achievement is respected and valued.
- Have clear and high expectations of children's work and behaviour.
- Establish good working relationships and encourage mutual respect.
- Form an effective partnership with parents and children in order to maintain good discipline and behaviour.

ROLES AND RESPONSIBILITIES

In implementing this policy it is expected that:

All staff will:

- Treat all children fairly and consistently.
- Expect high standards of work and behaviour.
- Recognise, acknowledge, praise and reward good work and behaviour.
- Take action when poor work or behaviour is encountered.
- Follow the defined Positive Behaviour Procedures and rewards and sanctions policy without exception.
- Work in partnership with parents and other staff to achieve good behaviour.
- Participate in professional development with regard to this policy as appropriate and relevant.

Children will:

- Keep to the 6 Academy rules and their own class rules.
- Actively be involved in agreeing their class rules
- Accept sanctions if required.

Parents and carers will be expected to:

- Formally agree to their child's Academy behaviour contract.
- Work in partnership with the Academy to encourage respect, hard work and good behaviour.
- Support the Academy's policy on rewards and sanctions.
- Attend meetings with teachers to discuss their child when necessary.
- Ensure the homework is completed and sign the home work diary each week.
- Ensure good, regular attendance.
- Support the Academy by developing an understanding of the Positive Behaviour Procedure and reinforcing its importance to their child.

Teachers will:

- Expect a high standard of work and behaviour at all times.
- Follow consistently the Positive Behaviour Procedures
- Be fair and consistent when dealing with children.
- Praise and reward appropriate behaviour
- Take appropriate action immediately when any child fails to meet the Academy's expectations regarding behaviour.
- Enlist the support of Team and Base Leaders, Assistant Principals, Vice Principals , Principal and parents where appropriate.
- Liaise with the Inclusion Leader, Teaching Assistants, Mentors and other staff as appropriate regarding pupil behaviour and learning difficulties.

Mentors will:

- Work with and support individual children who have behavioural difficulties.
- Liaise and work in partnership with parents of children with behavioural difficulties.
- Provide support and practical and professional help to classroom teachers in dealing with children who have behavioural difficulties.
- Work to ensure good attendance by identifying and monitoring attendance patterns and, where appropriate, conducting home academy visits and /or liaising with other agencies.
- Inform and work in partnership with Team Leaders, Lead Teachers and the Principal keeping them informed on issues, developments and concerns regarding behaviour and attendance.
- Follow Academy policy and procedure regarding behaviour when working with individual children, groups of children or classes.

Support staff will:

- Be fair and consistent in their dealings with children
- Follow the Academy's policies and procedure on behaviour management as appropriate to their role in Academy.
- Praise and reward children for good and helpful behaviour
- Challenge inappropriate behaviour
- Refer bad behaviour to the relevant class teacher or manager.

The Inclusion Leader will:

- Co-ordinate assessment, support and IEPs for children with emotional and behavioural needs in accordance with the SEN Code of Practice.
- Respond to referrals of children requiring behaviour support.
- Work in partnership with parents, teachers and appropriate others to co-ordinate meetings and communication regarding behavioural problems.
- Liaise with relevant external agencies.
- Report to Governors as appropriate and when required.

The Leadership Team and the Principal, with the support of Base Leaders, will:

- Facilitate and lead Base, Department and Whole Academy discussion on the effectiveness of behaviour policy and on effective classroom management.
- Support teachers in their Bases and Departments in maintaining good behaviour and discipline and following up incidents.
- Play an active role as defined in the Academy's Behaviour Policy.
- Monitor, evaluate and review the Behaviour policy on a regular basis
- Monitor referrals, emergency support and exclusions and liaison with external agencies.
- Report annually to the Governors

Governors will:

- Monitor exclusions, suspensions and the effectiveness of the Behaviour Policy annually.
- Provide a panel to consider exclusions.
- Identify a Pastoral Governor with responsibility for Behaviour Management.
- Liaise with the LEA to ensure adequate provision for children with behavioural difficulties.

THE ACADEMY:

The physical environment and whole-Academy ethos create an atmosphere that strongly influences behaviour and attitudes. An environment that is well kept and attractive, that communicates clear messages about the purpose of the Academy and that values children's work and achievements will encourage them to take pride and respect in their Academy.

The Academy will provide:

- A welcoming entrance
- Adults and children who welcome and approach visitors helpfully.
- Effective maintenance of building and grounds.
- Children's work on display around the Academy.
- Displays which reflect the life and activities of the Academy.
- A clean and tidy environment.

THE ACADEMY DAY:

Effective management of the Academy day helps provide a predictable and secure environment for the children which increases their sense of belonging and reduces uncertainty:

The Senior Leadership Team, in partnership with other staff as appropriate, will:

- Ensure that all areas of the Academy are properly supervised at the beginning and end of Academy as well as during break times and lunch times in order to encourage a calm and safe atmosphere.
- Ensure that teachers and other staff carry out break duties as designated.

- Ensure that lunchtime supervisors are employed to adequately supervise lunchtime activities and that they understand and are part of the behaviour management strategy of the Academy.
- Provide clear signals indicating movement around the Academy.
- Ensure that teachers formally receive and dismiss children, provide them with adequate supervision at all times and establish routines.
- Encourage all in the Academy to make respectful, supportive and cheerful personal contact with one another to help create a positive daily experience.

CURRICULUM:

Good behaviour is supported when children experience success and enjoyment and are excited by their work in Academy. In order to achieve this we will:

- Plan and review the curriculum to ensure that it is delivered in a differentiated manner to meet the varying needs of each and every child in the Academy.
- Employ varying teaching approaches and styles.
- Develop our curriculum framework in an innovative way with aim of engaging the children's interest and make their work exciting and challenging.
- Ensure that every child experiences success and develops high self-esteem.
- Promote a climate and ethos in which learning is valued.
- Develop an understanding and awareness of the different learning styles and individual needs of our children.

EQUAL OPPORTUNITIES

The policy must be implemented with regard to the Equal Opportunities Policy at all times.

POSITIVE BEHAVIOUR PROCEDURE

Good behaviour, which forms the basis of a calm, orderly and secure learning environment, is essential to the achievement for high standards. The establishment and maintenance of good behaviour is therefore a primary objective for Westminster CofE Primary Academy.

The following procedure for the establishment of good behaviour has proved to be very effective but to be so it requires that **every** member of staff applies it consistently and without favour.

PRINCIPLES:

- Praise must significantly outweigh criticism and sanction
- Rules should be short, limited in number and be clearly understandable.
- Sanctions for bad behaviour, which gradually progress from a verbal reprimand to exclusion, must be applied without exception or favour. **CONSISTENCY IS ESSENTIAL**
- A reward system for good behaviour is central to the procedure and should be given a very high profile in Academy. The Lego head reward system will be used in all classes. Children who complete a reward chart (25 good points) will receive a bronze Lego head and certificate. 50 points a silver Lego head and 100 points a gold Lego head.

- Children, parents, non teaching staff and teachers must all be regarded as partners in the application of this procedure. They should all share a good understanding of how it operates and be part of its application.
- Each week each class teacher will identify a Star of the Week, who has excelled that week in progress, attitude to learning or overcoming a significant barrier that has been holding them back. The star of the week pupils attend a tea party in the Principal's office.

RULES

At Westminster CofE Primary Academy the rules we will use within this procedure are as follows:

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| • Arrive at school on time and ready to learn | (Don't miss out on learning) |
| • Be gentle, kind and helpful | (Don't hurt people's feelings) |
| • Try your hardest and produce your best work | (Don't give up even when work is difficult) |
| • Listen carefully and not interrupt others learning | (Don't waste your or other people's time) |
| • Take care of property | (Don't waste or damage things) |

The wording of these rules can be amended to suit different age groups but the spirit and intention of the rule should be retained.

These rules will be reviewed and amended as the Academy develops.

REWARDS:

Good behaviour and good work should be praised and celebrated so as to clearly define to the children what is expected and valued of them.

Praise should be given much more often than criticism. Staff should aim to create a positive environment in which children develop a clear understanding and awareness of what is required.

Rewards should take the form of:

- Regular verbal praise of good behaviour and work. As appropriate this should be drawn to the attention of the whole class.
- A system of recognition of achievement leading to the award of bronze, silver and gold Lego heads and certificates. This should be appropriate to the age of the children concerned and be planned by the relevant Teams and Departments to accord with the rest of the Academy.
- A system of whole class and/or team rewards e.g. marbles in the jar leading to "free choice" or "golden time" again, this should be planned by Teams and Departments to be appropriate to the age of the children and be in accordance with the rest of the Academy.

SANCTIONS:

Infringement of any of the 6 rules should **ALWAYS AND WITHOUT EXCEPTION** incur a penalty which escalates on each occasion. On each occasion that the teacher issues a sanction two examples of good behaviour should be drawn to the attention of the children.

Class teachers should aim to deliver sanctions quickly and efficiently and with a minimum of disruption to the lesson.

The sanctions progress as follows:

Stage 1 – Verbal warning

Stage 2 – Name on the board

Stage 3 – Name circled

Stage 4 – Time out in partner class (5 minutes for KS1 and for KS2 15 minutes out of class, a ‘reason why’ sheet to be completed and a detention to make up for lost learning time)

Stage 5 – referral to behaviour Mentor who may withdraw child from the class – Pupil may be put on a behaviour plan. Log as C2 on CPOMS. Teacher to inform parents

Stage 6 – warning from Base Leader/Vice principal. Log as C3 on CPOMS. Behaviour mentor to inform parents.

Stage 7 – sent to Principal- Record as C4 on CPOMS- Behaviour mentor to inform parents.

Stage 8 – Fixed term exclusion

Once a child reaches Stage 5 record on CPOMS

Every child starts each day with a “clean sheet”. Sanctions from the previous day are not to be carried over.

For serious acts of bad behaviour children can be referred direct to a senior member of staff or the Principal without having to work through earlier sanctions.

Progress through the list of sanctions on a regular basis will result in a review of the child’s behaviour and on being placed on a daily report with parents informed and involved.

The key to the success of our behaviour policy and procedure is **CONSISTENCY** and **FAIRNESS**. All staff are therefore required to apply policy and procedure without exception. No “second chances” are to be allowed. If a child breaks a rule a sanction is applied automatically.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

- What can be searched for?
- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

For further guidance please refer to:

Searching, screening and confiscation

Advice for headteachers, school staff and governing bodies

February 2014