

# WESTMINSTER CE PRIMARY ACADEMY

## BEHAVIOUR POLICY

<b>Reviewed by</b>	<b>Approved by</b>	<b>Date of Approval</b>	<b>Version Approved</b>	<b>Next Review Date</b>
	FGB	26-11-18		November 2020

## **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.
- 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, Positive behaviour Co-ordinator other staff as appropriate regarding pupil behaviour and learning difficulties.

Positive Behaviour Co-ordinator 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 the attendance team 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, class 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 first, who will then escalate if required.

The Assistant Principal for Inclusion will:

- Co-ordinate assessment, support and Learner Passports and Provision Maps for children with Social, Emotional and Mental Health needs including, behavioural support in accordance with the SEND Code of Practice.
- Respond to referrals of children requiring behaviour support.
- Work in partnership with parents, teachers and professionals to co-ordinate meetings and communication regarding children with SEMH needs.
- 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 and Whole Academy discussions on the effectiveness of behaviour policy and on effective classroom management.
- Support teachers in their Bases 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, part time timetables and the effectiveness of the Behaviour Policy annually.
- Provide a panel to consider exclusions.
- Identify a Governor with responsibility for Inclusion.
- Liaise with the LEA to ensure adequate provision for children with behavioural difficulties.

### **THE ACADEMY:**

The physical environment and 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 supervision is in place through using additional adults to provide engaging activities and that they understand and are part of the behaviour management strategy of 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.
- Offer additional enrichment to support SEMH needs.

## **EQUAL OPPORTUNITIES**

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

## **POSITIVE BEHAVIOUR PROCEDURE**

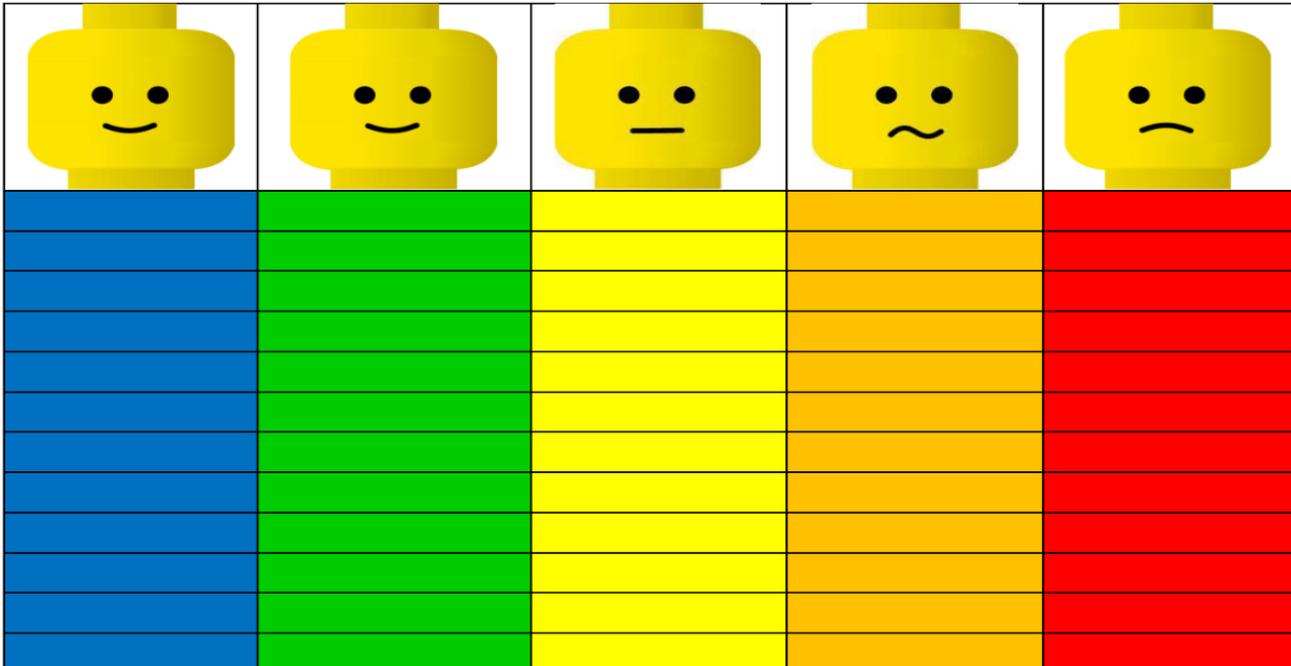
Good behaviour, which forms the basis of a calm, orderly and secure learning environment, is essential to the achievement for high standards. The establishment and maintenance of good behaviour is therefore a primary objective for Westminster CofE Primary Academy.

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.

## CLASSROOM BEHAVIOUR CHART



### RULES

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

- 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)
- Be honest (Don't cover up the truth)

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 class teachers/year groups 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 Positive Behaviour Co-ordinator 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 directly to a member of SLT 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.

Categories for CPOMS	Behaviour for Learning Violation	What happens now
<b>C1</b>	<ul style="list-style-type: none"> <li>• Dropping litter</li> <li>• Bad language (one off) Persistent;</li> <li>• Ignoring instructions</li> <li>• Telling lies</li> <li>• Running inside the school building</li> <li>• Interrupting/calling out/silly noises – 1<sup>st</sup> offence</li> </ul>	<p>Verbal Warning &amp; Immediate Correction Expected</p> <p>Sanctions could include;</p> <ul style="list-style-type: none"> <li>• Send to buddy class</li> <li>• loss of all or part of playtime</li> </ul> <p>Staff Self Evaluation of;</p> <ul style="list-style-type: none"> <li>• Classroom expectations routines</li> <li>• Learning ethos</li> <li>• Planning</li> <li>• Learning tasks</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>• Boisterous behaviour</li> <li>• Being hurtful to peers (not bullying)</li> <li>• Swearing/use of discriminatory language</li> <li>• Dropping litter in dining room -2<sup>nd</sup> Offence</li> <li>• Damaging school/pupil property/equipment</li> </ul> <p>Persistent;</p> <ul style="list-style-type: none"> <li>• Interrupting/calling out/silly noises – 2<sup>nd</sup> offence</li> <li>• Refusal to follow instructions</li> <li>• Toys, jewellery etc out in the academy – 2<sup>nd</sup> offence (confiscate)</li> <li>• Intentional interruption/distracting others</li> <li>• 2<sup>nd</sup> offence send to buddy class</li> </ul>	<p>Official Warning &amp; Reprimand (If needed sent to opposite class)</p> <p><u>Record All violations on CPOMS</u></p> <p>Sanctions could include;</p> <ul style="list-style-type: none"> <li>• Miss playtime</li> <li>• Time out in another class</li> <li>• Reflect and write</li> </ul> <p>Parents must be contacted by the teacher/Liz</p>
<b>C3</b>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Throwing objects with intent to harm</li> <li>• Answering back/ challenge to authority</li> <li>• Highly offensive remarks to children</li> <li>• Leaving class without permission</li> </ul> <p>Persistent;</p> <ul style="list-style-type: none"> <li>• Repeated refusal to do set task</li> <li>• Bullying</li> </ul> <p><u>Violations to be used by Leadership Team Only</u></p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• E-Safety incident</li> </ul>	<p>Assistant Principal</p> <p><u>Record All violations on CPOMS</u></p> <p>All sanctions to include either withdrawal or extended learning.</p> <p>Sanctions to include;</p> <ul style="list-style-type: none"> <li>• Miss playtime/lunchtime</li> <li>• Work to be completed in phase leader's class</li> </ul> <p>Parents must be informed by classteacher/SLT or behaviour mentor</p>
<b>C4</b>  <b>Red Line</b>	<ul style="list-style-type: none"> <li>• Bullying - persistent</li> <li>• Racism</li> <li>• challenge to authority</li> <li>• Leaving school without permission</li> <li>• Physical abuse to any member of staff/adult</li> <li>• Malicious physical assault on another pupil</li> </ul> <p><u>Violations to be used by Leadership Team Only</u></p> <ul style="list-style-type: none"> <li>• Major vandalism</li> <li>• Major Incident</li> <li>• Stealing</li> <li>• E-Safety incident</li> </ul>	<p>Sent to Vice Principal or Principal</p> <p><u>Record All violations on CPOMS</u></p> <p>All sanctions to include either extended learning and/or internal exclusion</p> <p>Sanctions to include;</p> <ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Behaviour report</li> </ul> <p>Contact with parents on a regular basis to inform of days behaviour</p>