



Westbourne Primary School

Behaviour Policy

Review Date	Reviewer	Review Completed	Adopted
May 2022	M Atkinson		May 2020

INTRODUCTION:

The Westbourne Primary School Behaviour Policy has been devised by the whole staff and agreed by the School Council and the Senior Leadership Team.

OUR BELIEF:

We believe that the school should be a happy, warm and welcoming place for children and adults. School should provide all children with a safe and secure environment in which they can achieve their full potential and grow in increasing confidence towards responsible adulthood. We believe that children come to school to learn and that this is best achieved by creating an atmosphere in school in which effective teaching and learning can take place. Our school motto is "Enter to Learn, Learn to Achieve" and this permeates all of the work we do.

OUR AIM:

To ensure that there is a sense of community within school, based on mutual respect and collective responsibility, which establishes and maintains a calm and orderly atmosphere conducive to good learning.

We wish to promote:

Respect for self	Respect for others (children / adults)
Respect for property	Honesty
Trust	Fairness
Self-discipline	Proper regard for authority

There are strategies in place for promoting good behaviour, as well as for dealing with unacceptable behaviour. The children need to be clear about what is expected of them. Staff and parents also need to be aware of their own particular responsibilities and informed of the relevant procedures when action is required. Westbourne's Home-School Agreement sets out some of these responsibilities and is issued to all parents as children join the school. Our whole school ethos is also promoted through the work the children do in their PSHE lessons.

CHILDREN ARE EXPECTED:

- To be punctual and attend regularly.
- To show good manners - this includes holding doors open for anyone following, lining up patiently, waiting their turn to speak and behaving well at the dinner table.
- To speak politely to each other and to staff and visitors in school.
- To develop responsibility for their own actions - not doing anything which will hurt or upset anybody else.
- To show respect for the school premises, school equipment and the property of others.
- To keep school and class rules.
- To develop good attitudes to work and to set high standards for themselves.

ALL STAFF ARE EXPECTED:

- To model appropriate behaviour at all times– this includes punctuality for school and lessons, being well prepared for lessons, dealing with problems without confrontation, showing respect for others.
- To take every opportunity to reinforce acceptable attitudes and behaviour. All staff are part of creating a whole school ethos.
- To exercise a good level of supervision during school hours, ensuring children come into school in a quiet and orderly manner and move around the premises appropriately when changing lessons, coming into assemblies, lining up for dinner etc. This is a responsibility shared by all staff.
- To try constantly to encourage the highest possible standards from each pupil.

THE ROLE OF PARENTS:

- The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.
- We expect all parents to support their child's learning and to co-operate with the school by supporting this policy.
- If the school applies reasonable sanctions to punish poor behaviour, parents should support the actions of the school.
- If a parent has a concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Leader of Learning or Head Teacher. If these discussions cannot resolve the issue, the parents should follow the school's complaints procedures (see website or ask at the school office).

THE ROLE OF GOVERNORS:

- The Governing Body has the responsibility for setting out the school's expectations regarding behaviour and bullying.
- The Chair of Governors is informed of each exclusion

REWARDS AND CONSEQUENCES

POSITIVE RECOGNITION:

The simplest and most effective means of encouraging good behaviour is the teacher praising the pupil's efforts or good deeds. Teachers of younger pupils may share the good behaviour with the parent in the playground before or after school. Good work is recognised within the classroom through work being displayed in the classroom or on display boards around school, a smiley face may be added to the page or teacher praise etc, and during a weekly praise assembly.

A Star of the Week certificate is awarded to a child from each class, each week and there are also citizenship awards for children in KS2 who promote being a good citizen. In each class we have a traffic light hierarchy where each day the children start on green but they are able to move upwards to Bronze and Gold.

Each child is also in a House and House Points are awarded for good behaviour with a half termly reward for the winning house.

House Points

- Children will be given House Points for making good choices.
- House Points can be given to any child, by any adult in school, for good behaviour / attitude / work.
- Each base has a tube to collect these points which are then brought to the hall each week.
- At the start of a new term (September, after Christmas and after Easter) the children's House Point count will go back to 0.
- House Points cannot be removed. Once they are given they are permanent.

Children in some classes do have particular needs. For these classes, the class teacher and Assistant Headteachers or Deputy Headteachers will agree together if any other reward systems are needed for a period of time. This will be monitored by the Assistant Headteachers, Deputy Headteachers and the class teacher.

CONSEQUENCES

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. The class teacher will deal with minor breaches of discipline in a supportive and fair manner, having regard to the age of the child.

Each case of misbehaviour is treated individually according to the child's specific needs. Generally, children are reminded that they are responsible for their own actions and that rule breaking has consequences. Vulnerable and SEN children for whom behaviour is an issue will have specific behaviour plans which outline agreed sanctions. Normal sanctions include an oral reprimand and reminder of expected behaviour. If the behaviour continues, then the agreed consequences will follow.

The traffic light system also has orange and red where children can fall to if their behaviour becomes unacceptable. If a child falls to red the class teacher will speak with the parents and if this happens three times they are placed on a behaviour plan with parents involved in this.

SEVERE MISBEHAVIOUR:

It may be that some behaviour requires immediate reporting to the Key Stage Assistant Head, Deputy Heads or Headteacher. Such misbehaviour might include verbal abuse of staff, non-cooperation, fighting, dangerous conduct, causing deliberate injury to another person, stealing, damage to property, lying, bullying, racism or bringing unacceptable items into school.

The child could be referred to the Community Support Staff or external agencies involved to support and encourage behaviour improvement. A Personal Behaviour Plan could be drawn up for these pupils. Usually, parents and carers will be informed and involved.

As a last resort, a child may be excluded from school. This would be for a fixed period of time with the child being reintegrated, after the exclusion, with support from the school, home and, if possible, outside agencies. Official guidelines on exclusions will be followed throughout.

RECORD KEEPING:

It is important that incidents of severe misbehaviour are recorded by the members of staff concerned. Incidents of severe misbehaviour should be recorded on CPOMs. This is to ensure that, in the case of an exclusion, or in the event of any challenge to school procedures, there is clear evidence of the type and frequency of poor behaviour, the involvement of the parents, the strategies used to manage and improve behaviour and any involvement of outside agencies.

SANCTIONS EYFS and KS1

1. Reminder
2. Warning
3. Time out area, move to amber and speak with parents
4. Headteacher or member of SLT

However, there are some incidents where a reminder/warnings are not appropriate and require the child's name to be put immediately on amber and for parents to be spoken to – such as racism, physical violence etc.

SANCTIONS KS2

All classrooms have a clear, consistent consequence system that involves a 'stepped' approach as previously mentioned. At all times, children must be clear that it is the behaviour that is not wanted, not the child. For this reason, it's important to catch a child 'being good' as soon as possible after unwanted behaviour has been picked up on. A child returning to the classroom after timeout must be made welcome and treated no differently to others. This 'repair' is essential. Generally, it's considered that the ratio of positive to negative comments should be a minimum of 5:1. One of the best ways of turning a negative into a positive is to notice someone else who is behaving well.

Whilst all classes follow the above strategies, certain behaviours have a zero tolerance approach and the most senior members of staff available will always deal with the pupil.

- Violence to other children
- Violence to staff
- Serious deliberate and permanent damage to school property.
- Racism, Homophobia or bullying.

If children display any of the above, a senior member of staff will be called. If children are asked to leave and they refuse, teachers will not attempt to force them out of the classroom, as this can make matters worse, a member of the senior management team, or trained staff will be called, who can use team teach strategies if necessary, to remove the child.

When things have gone wrong it is important to give children a chance to calm down. If someone is asked to leave the room but won't go they are given 'thinking time' and a clear choice. Pupils are not given further consequences during 'thinking time' unless their behaviour escalates or they refuse to respond after an appropriate amount of time (no more than two minutes).

The teacher will need to consider the age/behaviour of the pupil and the location of the time out space before sending a pupil to another class unescorted by an adult.

PLAYTIME INTERVENTION

Playtime interventions are given to those children who are rude, argue or answer back to adults within the classroom. The class teacher should give consequences to the child (as appropriate) However, the child will also need to spend part of their playtime with the Assistant/Deputy Headteachers as part of the Buzz Club which operates each lunchtime as needed.

BEHAVIOUR CHART

If children choose to persistently misbehave in lessons, not do work and interrupt the learning of those in their classroom on a regular basis, children will be put on a behaviour chart following three times in red. Usually, the Assistant Heads or Deputy Heads will meet with parents to discuss their child's behaviour and the behaviour chart system. A child's behaviour will be monitored every lesson, with a score out of 5 given. Some children may need to gain a score for play and lunch time too. Children will be on a behaviour chart for a minimum of 2 weeks, or until they have proved that they can behave consistently for a period of time. Whenever possible, parents will see the behaviour charts at the end of each day. Children will have to report to the Assistant Heads or Deputy Heads at the start and end of each day, some may need to report at play and lunch times too.

CORPORAL PUNISHMENT:

Corporal punishments should NOT be used in any circumstances. Staff need to be aware that the term 'physical punishment' can be widely interpreted and that what they may consider innocent may be considered 'manhandling' by other observers and is, therefore, unacceptable in school.