

Westminster

Primary

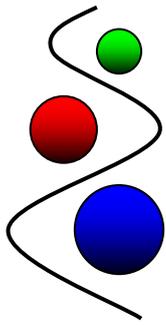
School

*Nurturing Minds...
Inspiring Excellence*

Behaviour Policy 2017

Ratified by trustees: September 2017

To Be Reviewed: September 2020



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WESTMINSTER PRIMARY SCHOOL

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*Nurturing Minds...
Inspiring Excellence*

Behaviour Policy 2017

The aim of Westminster Primary School's behaviour management policy is the gradual development of every child into a courteous, confident, tolerant and happy individual who can enjoy work and play, alone or as a member of a small or large group.

To achieve this we must structure the school and the classroom in a way that enables the child to develop self-discipline, awareness and respect of his/ her own needs and rights and also those of other children and adults.

Our central purpose is that children should learn and develop towards becoming emotionally literate individuals. Good behaviour makes effective teaching and learning possible. Undesirable behaviour disrupts these processes.

We also wish to develop a caring attitude towards other people, the environment and property while fostering an awareness of good citizenship.

Therefore, via co-operation between the home and school and the community in general, the child will be provided with a basic secure structure to serve as a framework and model for the acquisition of acceptable standards of social skills and behaviour.

Principles

- Everyone is expected to support the school ethos, routines and policies for the mutual benefit and safety of all concerned at Westminster Primary School.
- The development of behaviour management is the collective responsibility of all staff, governors, parents and pupils.

- Good relationships and communication fostered between home /school, staff/pupils are of the greatest importance.
- Everyone must be treated as being of equal value in what they bring to school and contribute, regardless of gender, religion, cultural or ethnic background.
- We aim to develop positive attitudes and use praise realistically so that it becomes valued in its own right.
- Our response to undesirable behaviour must be fair and consistent.
- We expect children to accept correction if necessary and develop an acceptable degree of responsibility for their own actions.
- Everyone is expected to respect and care for the school and the environment.
- Everyone is expected to co-operate with, and tolerate the views of others with a view to developing mutual respect and understanding.
- We must be aware of bias in our attitudes and promote equal opportunities by being sympathetic to gender and cultural differences to avoid stereotyping.
- The school will work co-operatively to provide a relevant supportive curriculum for all pupils where individual and group needs are met. A mutually supportive and secure learning environment should be developed for all members of Westminster Primary as a community. The school employs structures and systems that recognise and praise excellent behaviour i.e. awards, certificates etc.
- Everyone is expected to be aware of the effects of bullying and racism on the school community. Cases must be reported and positively and firmly dealt with. Such incidents should be recorded and dealt with by the leadership team.

The Role of the Staff

All teachers, support staff and lunchtime supervisors, share the responsibility for promoting good behaviour and managing behaviour problems positively.

Certain staff have additional responsibilities in terms of behaviour management. These are the Head Teacher, Deputy Head Teacher, Assistant Head Teachers, the Pastoral Team and Senior Lunchtime Supervisor.

The key relationship is between the child and the class teacher.

All staff should work positively to support this relationship.

All staff should work positively to develop a wide range of supportive relationships with children and each other.

Seeking the help, advice and co-operation of other colleagues is a positive, professional means of ensuring that **behaviour management is seen as the on-going collective responsibility of all members of Westminster Primary School.**

The Classroom

The organisation of the classroom and all that goes with it is fundamentally important in managing behaviour.

Useful points to consider

1. Are you always prompt and punctual?
2. Do you have procedures for:
 - coming in and going out from the class;
 - registration;
 - movement around the classroom;
 - using, sharing, collecting and storing books and equipment;
 - attracting the teacher's attention;
 - what children should do when a piece of work is finished;
 - tidying up at the end of a lesson;
 - wet playtimes;
 - fruit and water.
3. Does your overall organisation allow flexibility and encourage the children to be independent?
4. School rules, are they displayed? (Are they referred to and discussed on a regular basis?)
5. Do the children know where they may and may not go?
6. Are the children aware of what they may and may not use?
7. Do the children know what you expect of them?

8. Are you aware of 'hot spots' in the classroom that may cause difficulties?
9. Do you frequently remind the children of routines used in the class and school in general?
10. Do you get the chance to talk to children individually and informally?
11. Do the children have a class timetable to follow? Do they have an idea of how the day is structured?

Around School

Orderly behaviour is important to maintain a calm secure atmosphere and ensure safety for all concerned.

Useful points to consider

1. Do you have a sensible child designated to lead the line, stopping sensibly as appropriate or as directed by the teacher?
2. Have you considered strategies for moving around school e.g. having a line order, or list where the children know positions in the line?
3. Are the children supervised in classrooms, corridor areas and stairwells adequately?
4. Are the children led to the playground and received from the playgrounds in an orderly supervised manner, before and after school, end of breaks, dinnertime?
5. Do you support each other as staff to ensure orderly behaviour in and around the building?
6. Do you remind children about always walking when inside the school building?
7. Children sent on errands should be sent in pairs. They hopefully will modify each others' behaviour. This is also an important safety point.
8. Toilets. While children are encouraged to use the toilets at appropriate break times there are instances where children may have to leave class during lesson time. It may be useful to send another sensible child with the child whose behaviour may be suspect, while alone. This may modify behaviour and cut down on time wasting.
9. Do you ensure that certain combinations of children do not sit together in assemblies or when lining up? If the opportunity to fuss and distract are removed beforehand it alleviates potential poor behaviour situations later.

Playgrounds

1. Are you punctual and if on duty out promptly with your class to receive other classes into the playground?
2. Do you ensure that you are aware of what is going on by standing so that the whole playground can be observed?
3. At the end of playtime and dinnertime, a bell signals to the children to stop playing and to stand still. On the second bell, the children should walk to their class lines and line up quickly and quietly ready to be taken in by their teacher.
4. Most minor misdemeanours can be adequately dealt with by the teachers on duty. However, more serious behaviour problems may be reported to the class teacher, an assistant head teacher, the deputy head teacher, the head teacher, or the pastoral team as necessary.
5. Are the children clear about any special arrangements for the organisation of the playgrounds e.g. quiet areas, football areas on certain days during specific playtimes?
6. Aggressive games or play fighting games are definitely not allowed.
7. If a problem arises in the playground you may wish to send for a senior colleague to support you.

Wet Break-times

1. Classes should be supervised in year groups, with the teacher taking a short break while the assistant teacher supervises and vice versa.
2. Break times should be kept within normal times so as not to cause disruption.
3. Children should be adequately occupied e.g. having their fruit or playing games, or reading etc.
4. A 'wet play' activity box with designated games, activities and equipment, supervised by sensible monitors, should be in use.
5. Children should be sent to the toilet a few at a time.
6. If the situation requires, break time can be flexible to allow five or 10 minutes playground breaks if weather permits. Such decisions can be made by the Phase Leaders.
7. Warning of wet play is to be given by the playground duty teacher so preparation can be made in class as necessary.

Dinner Time

1. Do you and the children and staff know the name of the dinnertime supervisor designated to your class and play areas?
2. Are the children regularly reminded about our expectations of behaviour at dinner times?
3. Are home dinner children dismissed correctly at 12.00/12:30pm?
CHILDREN MUST NEVER BE LEFT UNSUPERVISED
4. Are home dinner children reminded of the correct time to return to school for the afternoon session?
5. Are the wet lunchtime arrangements clear to the children and to the dinnertime supervisors, when the children are class based?
6. Do children know about the role of the pastoral team and the role of the lunchtime supervisors?

Health and Safety Issues

In School

Children whose behaviour is a danger to themselves or other children either in the classroom, around school or in the playground, need to have urgent intervention.

During session time, the teacher should send for a senior member of staff for support. During dinnertime, the lunchtime supervisor should firstly seek support from her colleagues and then send in to school for help and support from the senior lunchtime supervisor. All incidents are to be recorded and dated.

Out of School Activities

Children whose behaviour is unpredictable and of concern should have an Individual Behaviour Plan (I.B.P.) for behaviour. Staff planning out of school activities should consider the appropriateness of such outings for children with I.B.P's.

If it is felt that a child will have difficulty demonstrating safe behaviour during a school outing then staff must invite parents into school and discuss

their concerns, inviting parents to join the trip to aid safety and consider whether an alternative venue for the outing would be beneficial.

This meeting should be arranged at least two weeks prior to any out of school event. If parents insist on their child taking part in the outing but have refused to assist themselves, staff should refer the parents to the head teacher.

Any child who is involved in an out of school event, is the responsibility of the class teacher even if parents are accompanying the child.

Rewards and Discipline Strategies

Class

Children should realise that misbehaviour will be dealt with and that their undesirable actions will have consequences, which they must accept.

Pupils should expect fair and consistently applied sanctions for unacceptable behaviour. Positive behaviour should always be recognised and highlighted as a good role model. Children should of course learn to appreciate the difference between right and wrong. For serious breaches of behaviour within class e.g. racist/homophobic language, the child will be referred to the head teacher/leadership team.

Playtime

- A visual/auditory warning may suffice for low/mild level disruption.
- For continued disruption, the child will be sent to a time out wall for five minutes (not recorded).
- For serious breaches of behaviour, the child should be sent to a member of the leadership team.

Dinnertime

- A visual/auditory warning may suffice for low/mild level disruption.
- For continued disruption, the child will be taken to the senior lunchtime supervisor who will decide on whether the offence is serious enough to be entered into the lunchtime behaviour book.

Bullying

As a school we need to:

- Raise awareness of all staff and children that bullying goes on;
- Make sure that staff and children share an understanding of what bullying is i.e. when a child is intentionally hurt or made to feel afraid or unhappy by another (understanding shared through assembly, citizenship etc);
- Make it clear that bullying will not be tolerated and that, if it occurs, action will be taken;
- Make sure that any problem areas of the school are well supervised;
- Communicate our policy on bullying to parents and governors;
- Give opportunity for individuals to talk with teachers/learning mentor about anything that is worrying them.

Response by Staff

- We must give time to listen to the child and be seen to take the incident seriously. It may have needed considerable courage to 'tell'.
- Class teachers should be prepared to accept that a child might prefer for whatever reason, to approach another teacher.
- We should find out where and when bullying is happening, who is involved and, if appropriate, the child's view of why it is happening.
- Consult the victim about what she/he would like to happen e.g. move places, change groups, having a particular child as a friend (seek the co-operation of this child if possible).
- Find ways to raise the esteem of the victim in class.
- Only if appropriate, and then very sensitively discuss the problem with the class or group (in the victim's absence).

- Explain to the children that in serious incidents we do need to include parents.
- Make sure that justice is seen to be done (see below).

Dealing with the Bully

- As soon as facts of incidents are reported and confirmed the bully's parents will be asked to come to school.
- Reasons for bullying behaviour should be discussed with the child, parents, class teacher, Head Teacher, Deputy Head Teacher or Assistant Heads as appropriate - to establish the root causes e.g. low self-image, insecurity, being a victim. A mentoring programme will be planned.
- Make it clear that further bullying behaviour will not be tolerated.
- Work in partnership with parents to acknowledge and improve their child's behaviour.

Last reviewed and updated – September 2017

Date of next review – September 2020

Behaviour Management Guidance

ENCOURAGING GOOD BEHAVIOUR

Good behaviour is a positive response to the skills and attitudes which we strive to teach throughout the child's life. These include:

- children respect adults;
- adults respect children;
- care for each other and be friendly;
- care for others in need;
- be helpful;
- be polite and remember our manners;
- welcome new people;
- respect people's differences;
- be sensible;
- respect other people's property and look after your own;
- share knowledge and skills;
- have time for one another;
- work hard and try to do your best by developing self-discipline and motivation;
- let others get on with their work;
- listen if someone is talking to you, including during collective worship;
- walk inside the buildings;
- get permission if you want to stay inside;
- use the toilet areas properly;
- keep each other safe;
- always be honest
- keep your own desk and classroom tidy; and
- keep the school tidy.
- play in areas where we can be seen by adults on duty;
- keep away from the car parking areas;
- play in such a way that others are not hurt or frightened by our games;
- share equipment and put it away after we have used it;
- do our homework well (including regular reading) and on time.

- When out on visits we will remember that we are representing the school and through our behaviour we should show that we are a courteous, polite and caring community.
- We will never leave the school grounds without permission and only if accompanied by an appropriate adult.
- **MOST IMPORTANTLY** if someone, or something, is bothering you, tell an adult straight away.

A system of positive encouragement, rewards and incentives should be used to encourage appropriate behaviour and academic attainment. As staff and trustees we feel that more time and effort should be spent on praising and rewarding positive behaviour, than on negative behaviour. We feel that generally those children who have a need to gain attention soon learn that positive behaviour gains more recognition than the opposite. We aim to make the school a place where high standards are expected at all times. As part of this, an assertive discipline 5 step model is followed. (See steps poster attached)

NON-VERBAL ENCOURAGEMENT

- Smiling and nodding
- General positive body language

PERSONAL ENCOURAGEMENT

- Reward system
- Praise with reference to rules and routines
- Written comments on work
- Stickers

SHARED ENCOURAGEMENT

- Sharing of good work/behaviour with class, group, other classes, staff
- Telling child to inform parents
- Individual, group or class target setting
- General praise and encouraging children to praise each other
- Acknowledging children's skills and strengths
- Achievement Assembly
- Award of trophies and certificates

REWARDS

- Stars or stickers
- Reward system
- Showing of work to members of staff other than class teacher
- Informal comments to parents
- Display of work in class

SPECIAL REWARDS

- Achievement Assembly
- Additional praise from other staff
- Display of work in other areas of school, e.g. corridor, hall
- Visit Headteacher or Deputy personally
- Headteacher and Deputy stickers/awards or prizes
- Dinner Dollars and lunchtime reward stickers: Children write their name and class on the back of their dinner dollars and place them in the relevant key stage box. A draw then takes place every half term during assembly. Winners receive a voucher.