

## Westminster Community Primary School Behaviour Policy 2017

At Westminster Community Primary School we are learning with, from and for others to ensure that our school is a community where:

- we are lifelong learners
- we have high expectations of ourselves and each other
- we understand the importance of developing team work, independence and self-esteem
- communication and respect underpin all that we do
- everyone is valued and encouraged to reach their full potential in a purposeful and stimulating environment
- we strive to develop academically, creatively, personally, physically, morally and spiritually
- we monitor and evaluate our progress to help us celebrate our successes and find ways forward to improve and develop together
- We understand that our strength comes from the links we build with others within and beyond the school community.

### School Rules

All children are expected to follow the School Rules that are photographically displayed in every classroom:

- Listen and follow instructions first time
- Look after our environment and other people's property
- Walk in school
- Use kind words and actions
- Allow others to work without disturbance

### Rewards

All adults in our school use the House Point system to reward good behaviour and achievement in all areas of the curriculum.

The purple House Point tokens are added to the team collection boxes in each classroom and a monitor will add them to the main collection boxes at 3pm each day. The boxes are located at the Office.

Good learning and behaviour are promoted and celebrated during Celebration Assembly and this is held each Friday at 10:10am. Parents are always welcome to join us for this. Each Class Teacher will make arrangements for notifying a parent in person or by text on Thursdays after school. The House Points Award now takes the form of an extra session for the winning team, on a Friday, in the Adventure Playground at 14:30 for 10mins with Mr Bartlett.

### Rewards

Daily	Weekly	Half-termly, Mid-Year, Annually
Praise Positive Feedback Notes Home Phonecall/text/letter home Stickers/stamps House points Success shared with another member of staff Dojo points (some classes)	Certificates Good work in assembly House Points cup Individual House Point Award from winning House Team Attendance Raffle Good Learner Award Puppets and Birthdays	Class assembly Inter-house sporting events Mid-year and Annual Awards Ceremony including academic, sporting, attendance, roles and responsibilities etc.

## Sanctions

Each classroom follows the traffic light system which is outlined below. (This is adapted in the EYFS to meet the needs of the age of the children by simply being two faces.)

Traffic Lights	Consequences if Rules are broken	Strategy to Implement
<b>Green</b>	Every child starts on Green at the beginning of the session Break rules once = Verbal reminder	Rewards implemented Names can be moved to a Good Learner attribute. Praise when corrected action at the earliest opportunity and child stays on Green
<b>Amber</b>	Breaks rules again Moved to amber and reminded of consequences.	Look for opportunity to praise in order to return to Green as soon as possible.
<b>Red</b>	Breaks rules again Spoken to and asked to go to an agreed time out area in the classroom for 1 min for every year of their age, e.g., 6 mins for a 6 year old. If the child meets the teacher's expectations during this time the sanction ends. If not the teacher will determine how much playtime is to be missed.	Child to be seated away from the others in the classroom. Once back in own seat look for opportunity to praise correct behaviour.
<b>Red 2</b>	Continues to break the rules or a serious incident has occurred, which is unsafe. Red letter is issued and telephone call made to parent/carer.	One Red Letter = Next Lunch Break missed. Three Red Letters = Internal Exclusion. A multi-agency meeting may be called if a child's behaviour is regularly unacceptable. The Head Teacher and a Learning Mentor will represent the School at this meeting.

If a child behaves inappropriately on the playground he/she will be sanctioned. This involves sitting at the green benches for 5 mins. The adults on the playground work to provide interaction time for our children so they can learn to play and engage with their peers and adults. This does not happen effectively if the children are exhibiting inappropriate behaviour.

### Dealing with inappropriate behaviour

Inappropriate behaviour is any behaviour that disrupts teaching and learning within the school or makes others feel unsafe. Seriously unacceptable behaviour includes physical violence, refusal to comply with requests from members of staff and bullying. These issues are fast-tracked to the Headteacher or Deputy Headteacher and parents contacted to help us address the situation. Records of these incidents are maintained within the school and monitored by the Senior Leadership Team.

Individual Behaviour Plans are set up to support children with social, emotional and mental health difficulties. To support us in our work our school is part of the Ellesmere Port Education Partnership. This enables us to build valuable links with other schools and outside agencies to ensure we are well placed to meet the needs of our pupils. We have Learning Mentors in our school who assist with bespoke behaviour plans.

Incidents of bullying, racism and homophobia are followed up with individuals and logged. Red letters are issued as needed for these incidents and support put in place for children who need it. Records are reviewed at least half-termly to monitor and evaluate our work.

### **The role of parents/carers**

The school welcomes comments from parents on its behaviour policy and works to ensure that the systems and procedures are communicated regularly. We expect parents to support our rules and we inform parents immediately if we have concerns about their child's welfare or behaviour. We have a Home-School Agreement that is shared with parents when their child joins our school. This is also reissued annually. A parental survey is also carried out annually and the results are collated, shared and acted upon by the Senior Leadership Team.

On receipt of a red letter we ask that parents/carers collect their child from the front to discuss the issues with staff and to sign the Red Letter.

If parents have any concerns they should initially contact their child's teacher. If the concern remains they should speak to a Senior Leader. If these discussions cannot resolve the problem they should contact the school governors.

### **The role of the headteacher**

- To monitor and evaluate this policy and to support the staff in their implementation of it.
- To keep records of all reported serious incidents of misbehaviour and of all exclusions.
- To work with Learning Mentors to monitor and evaluate our work and incident records.
- To implement fixed-term exclusions to individual children for serious acts of misbehaviour or, in the case of repeated or very serious acts of misbehaviour, permanently exclude a child.

### **The role of the governors**

- To receive and approve the Behaviour Policy annually.
- To ensure the policy is administered fairly and consistently.
- To monitor incidents of bullying, racism and homophobia.
- To monitor the rate of fixed-term and permanent exclusions.
- To support the Headteacher in adhering to this Policy, when needed.

**Westminster Community Primary School**  
**Behaviour policy: Fixed-term and permanent exclusions**

We do not wish to exclude any child from our school, but sometimes this may be necessary. This is a basic summary of the guidelines:

Only the Headteacher (or the acting headteacher) has the power to exclude a child from the School. The Headteacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion to a permanent exclusion if the circumstances warrant this.

If a child is excluded, the Headteacher informs the parents immediately giving reasons for the exclusion. A formal letter is also presented to the parent with standard wording. The Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The School informs the parents how to make any such appeal. The exclusion is entered on the SIMS database so that data can be fully tracked for each individual.

The Headteacher informs the LA and Governing Body about any permanent exclusion, and fixed-term exclusions. Social Care colleagues should also be informed if the child is currently subject to a Child Protection Plan or a Child In Need Plan.

Parents/Carers are requested to attend reintegration meetings following exclusions to enable discussion to take place and put any necessary reintegration plans in place.

All notifications to agencies and colleagues must be made within 24 hours.

The Governing Body has a discipline committee that considers any exclusion appeals on behalf of the governors. The appeal panel considers the circumstances in which the child was excluded, representations made by the parents and the LA and considers whether the child should be reinstated.

**Westminster Community Primary School**  
**Drug and alcohol related incidents**

It is the policy of this school that no child should bring any drugs, legal or illegal to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. Medicines are taken to the school office for safekeeping. Medication is only administered in the presence of a member of staff. (See also our administration of medicines policy.)

The school will take very seriously misuse of any substance such as solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse, will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the Police and Social Care will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring on to the premises illegal drugs. Any child who is found to have brought an illegal substance will be temporarily excluded. The child will not be readmitted until the parent/guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances to school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school and the Police and Social Care will be informed.