





# Westmoor Primary School

## Behaviour Policy

Date policy last updated on: September 22

Signed by:

	Head teacher	Date:	September 22
	Chair of governors	Date:	September 22

## **BEHAVIOUR POLICY**

Each and every child is an individual and at home will grow and develop in their own way and at their own pace. When children start school they work and play alongside many other children, all of whom start school with various learned patterns of behaviour. All children come to school to learn and one of the first and most important lessons that they must learn is how to live peacefully and productively with many others. Effective learning can only take place if there are expected, clearly understood and consistent rules for behaviour. Each individual child must learn how to behave like a pupil, accepting the rules that are necessary for a safe and caring environment in which many individuals work, learn and play together productively.

The aims of a behaviour policy are to build a climate in which the contributions of all children are valued and in which all children are praised for endeavour. Positive patterns of behaviour are learned where the child has a positive self-image. Where the curriculum is broad, balanced and differentiated it will be interesting to the pupil. Motivated pupils are more likely to be self-disciplined. The development of self-discipline is one of the primary aims of the Westmoor Positive Behaviour Policy.

### **AIMS**

1. To create the conditions for a happy, orderly school in which effective learning can take place.
  2. To develop self-discipline in pupils
  3. To ensure that everyone is aware that bullying is not tolerated
  4. To celebrate diversity and challenge stereotypical views on race, gender and disability
  5. To encourage respect for self and others
  6. To foster co-operation
  7. To ensure the safety and well-being of all pupils
  8. To teach pupils that actions have consequences
  9. To encourage the ability to accept responsibility for their own actions
  10. To foster a climate in which good behaviour and positive attitudes are rewarded
  11. To look after and take pride in the school environment
  12. To encourage children to tell the truth
- NB It is essential that in any disciplinary situation the child is told that it is their behaviour that is not acceptable, not themselves as a person.

## **HOW TO ACHIEVE OUR AIMS**

1. To create the conditions for a happy, orderly school in which effective learning can take place:
  - Have a welcoming classroom
  - Have a tidy classroom with organised and labelled storage
  - Rules and core values on display
  - Rules reinforced and discussed regularly
  - Ensure children are listened to and feel valued
  - Give praise for good behaviour
  - Clear organisation for playtimes
  - Rules evolved through discussion
  - Reason for rules explained
  - Classroom jobs rota organised
  - Clearly understood sanctions for misbehaviour
  - Rules shared with parents/carers
- 2.
3. To develop self-discipline in pupils:
  - Develop feelings of self worth
  - Explain rules and core values
  - Explain acceptable boundaries for behaviour
  - Explain the consequences of actions
  - Circle time type activities to show how other people feel
  - Praise, reward and value examples of good behaviour and explain why
3. To ensure that everyone is aware that bullying is not tolerated (See Anti-Bullying Policy):
  - Through the curriculum
  - Read literature which provides learning opportunities
  - Workshops and activities for all year groups.
  - Through assemblies with the anti-bullying theme
  - Sharing policy with parents
  - Provide opportunity in class and School Council to discuss this issue
  - Frequent patrols of the known areas/toilets
4. To celebrate diversity and challenge stereotypical views on race or gender (see Equality Information and Objectives Policy):
  - Through the curriculum
  - Provide positive images
  - Audit of resources
  - Lessons within P.S.H.E.
  - Dealing firmly with incidents that occur
5. Encourage respect for self and others:

- Show a positive interest in the child's activities and ideas
- Through display, celebrate and show pride in their achievements
- Partner work to provide constructive and positive feedback
- Demonstrate a good example always in speech and action of respect for adults and children
- Regularly use curricular opportunities to talk about friends sharing, being kind etc.
- Circle time activities
- Assembly themes and sharing of achievements
- Children participate in assemblies
- Reciprocal teaching in P.E.

6. To foster co-operation:

- Provide opportunities for different groupings in class activities (Must not always be by attainment)
- Constantly reinforcing turn taking and sharing, particularly in younger ages
- Reciprocal teaching in P.E.
- Co-operative group work in class
- Mentor role for older children. Children help each other for required tasks
- Pupil Leader roles across school
- Team and partner games in P.E.
- Thinking carefully about how teams are chosen, do the less agile always get left to last?

7. To ensure the safety and well-being of all pupils:

- An ordered and organised approach to all activities
- Look ahead for dangers, flash points, lurking corners and organise differently
- Listen to children and explain uncertainties
- Be consistent in explanations, reasoning and approach
- Establish rules prior to an activity
- Explain the reasons for safety rules - no negotiation
- Take immediate action if a child has been hurt or unhappy at playtimes
- Make explicit why the behaviour is unacceptable
- Be constantly vigilant for problems
- Be approachable so that children will come to you if they have been hurt or distressed
- Have a clearly established system of sanctions
- Council discussion about issues of concern

8. To teach pupils that actions have consequences:

- Curricular and assembly opportunities to explore this hard concept
- Sharing literature which explores these issues
- Circle time opportunities to explore the effect of actions on others
- Constant discussion following incidents to unpick the results – incident narrative resource can be used for a more visual explanation.
- Regular reminders of the consequences of negative actions
- Even more frequent reminders and praise for positive actions and the consequences
- Use of 'Caught Being Good' cards.

- Constant use of sanctions.
- Children aware of electronic safeguarding record system, CPOMS, which is consistently kept and monitored.

N.B. Sanctions are available but in themselves are not the consequence e.g. staying in at Playtime This is to ensure that others can have a safe, orderly and happy playtime.

9. To encourage the ability to accept responsibility for their own action:

- Reciprocal justice approach to resolving issues, giving all parties time to explain an incident, agreeing the series of events between all parties, looking at actions leading to consequences, allowing parties to offer next appropriate actions
- Sharing literature which explores these issues
- Taking time to explain why blaming others does not excuse misbehaviour
- Within the context of any incident give praise to those who 'own up', focussing on the core value of "truth"
- Making it clear that blaming others only makes matters worse
- Sharing these conversations with parents/carers
- Making sure that apologies are made to anyone involved
- Misbehaviour related back to rules reasons for rules and consequences

10. To foster a climate in which good behaviour and positive attitudes are rewarded:

- Achievers assembly
- Achiever of the week displayed in class
- Top Table
- Top 10 readers
- House Points
- 'Caught being good' cards
- Praise for good behaviour rather than dwell on bad
- In discussions value all contributions
- Do not allow children to laugh at others
- Be courteous in dealings with children and adults
- Do not allow over the top jubilation when goals/points are scored in sporting events
- Do not allow negative sports chanting

11. To look after and take pride in the school environment:

- Have a welcoming, well organised class and school environment
- Have rules clearly displayed
- Involve the children in aspects of organisation
- Have specific helpers to take responsibility for areas
- Show value for their work by displaying it well
- Show that their work is part of the environment
- Listen to their ideas through School Council
- Curricular assembly opportunities about litter, caring for property etc.

- Being responsible for their own personal belongings

12. To encourage children to tell the truth.

- Focus on core values.
- Use of literature to show the importance of truth telling.
- Regularly take the opportunity to explain why not telling the truth can lead to more trouble.
- Use reciprocal justice approach and take the time to get to the bottom of incidents so that the truth is discovered.
- Children need to observe that telling the truth and 'owning up' is dealt with more favourably than being discovered lying.
- Take the time to discuss incidents in a circle so that participants hear each others versions.

## **EXPECTATIONS OF BEHAVIOUR**

Our school environment should promote a positive ethos emphasising the following:

- cheerfulness
- a positive frame of mind
- cooperation
- respect for others and their property
- good manners
- a willingness to learn.

With this environment established, the school still needs to maintain this ethos by having consistent, clearly explained rules with consequent sanctions which reinforce the required patterns of behaviour in pupils.

**AT ALL TIMES, THE EXPECTATION OF PUPILS IS THAT THEY SHOULD TREAT OTHERS IN THE SAME RESPECTFUL WAY THAT THEY EXPECT TO BE TREATED.**

All staff, both teaching and non-teaching, have an important role to play in ensuring that the positive ethos of the school is reinforced at all levels.

The structure within the classroom is different from that which exists outside of the classroom environment. Whenever the structure of the day is changed e.g. break times, it must be appreciated that children's behaviour will also change.

Children must be continually made aware of the norms required and the reasons for them.

## **Performance Indicators to use**

### **Classroom**

- Are children on task?
- Does noise level correspond to activity?

- Are the rules of the classroom known and agreed?
- Are the children happy?
- Is the lesson interesting?
- Is the environment structured and organised?
- Are necessary resources to hand?

### **Outside of the classroom**

- Are the cloakrooms tidy?
- Are the children happy?
- Are the children safe?
- Is there enough supervision?
- Are standards maintained?

### **Our School Rules**

These can be used as a basis for class devised rules.

- Children should be polite, well-mannered and treat others with respect
- Children should listen carefully to adults
- Children should behave in a friendly supportive way.
- There should be no bullying, fighting, racist, sexist or discriminatory behaviour.
- Children must be able to apologise and to forgive.
- Children should talk quietly in school not shout.
- Children should be safe.
- Children should behave sensibly.
- Children should walk in the school building not run in the corridors.
- Children should not wear jewellery - it is dangerous. Stud earrings and a watch.
- Children should not bring expensive or dangerous items into school.
- Children should wear P.E. kit on appropriate days.
- Wear uniform, no trainers, hair tied up, no makeup, nail polish or transfer tattoos.

### **Expected Behaviour**

Good order is unlikely to be maintained unless there is a clearly defined framework of expected behaviour

At the beginning of each term each class group should discuss rules for the classroom and why they are necessary. These should be based on 'Our School Rules'

At the beginning of each term the whole school will have Assemblies on expected behaviour in school and why it is necessary to have rules.

Autumn Term	-	Rules and Expectations
Spring Term	-	Rules and Expectations
Summer Term	-	Rules for behaviour on outings.

Important rules should not change from class to class. However, the detail of rules may change as the children are capable of greater understanding and new rules may emerge as the children become more independent and responsible. Children should be encouraged to tell the truth.

School rules will be included on the first Newsletter home to parents in the new academic year. Parents will be made aware in newsletters where to access this and other policies on the school website.

Daily Routines - children should arrive on the yard no earlier than 8.40am, unless supervised by parent/carer.

When working, children should put up a hand if there is a problem. Children should not call out across the classroom.

Finished work should be put away appropriately.

The bell rings at 8.49am and children should line up at their entry door. Doors are closed promptly at 8.55am.

In lining up, children should not fiddle with other people's hair, clothes, models or work.

Each child has a drawer that is their own private place. No other child should go into it unless requested by the owner.

Afternoon session should not be interrupted until after 2.00 p.m.

Older children should always aim to go to the toilet at playtimes. Y1 and Y2 should learn not to go straight after playtimes.

Reception children are able to go to the toilet when required.

If whole class teaching is taking place and the child requests to go to the toilet they will be asked if they can wait until this is finished. Respect the response from the child.

Crayons, felt pens and pencils should be kept in the middle of the table so that all children can share.

School apparatus is to be shared and to be looked after carefully.

### **Rules for PE**

Children should walk quietly into the hall and find a space. If they do not they should return to the door and walk in again.

Children should be reminded of the importance of safety in each large apparatus lesson.

All children should sit sensibly while the apparatus is arranged.



Children should be shown how to carry apparatus. Anyone behaving inappropriately getting out apparatus should be made to sit at the side. If the behaviour continues they should go to another classroom until the lesson begins.

## **ACHIEVEMENT**

We wish to encourage good behaviour and positive attitudes to school, school work and each other.

To achieve this aim:-

- We have a house point system with Y5 & Y6 Captains and Vice-Captains. House points are awarded for both effort and attainment as well as positive attitude and behaviour. The winning house each half-term is awarded a non-school uniform day.
- A weekly “Celebration” assembly is held. Children from each class are given certificates for achievement during the week. The achievements relate to reading and good work.
- Attendance on “Top Table” for ‘Caught Being Good’ behaviour.
- Children receive a Headteacher’s golden postcard award for exceptional achievement.
- Children receive a yearly Record of Achievement which is divided and shared termly.
- Children can apply for Pupil Leader roles across a range of interests.
- Children are encouraged to show particularly good pieces of work to other teachers and the Headteacher.
- “Star of the Day” in Reception and Key Stage 1
- Use of stickers/ stampers as age appropriate
- Children in each class have a rota for classroom helpers.
- Older children have a rota of school jobs.
- Collaborative/co-operative activities are an integral part of lesson planning.
- A range of apparatus is available for children to use, the children should be taught to look after this apparatus themselves.
- Books are loved and shared on a regular basis in all year groups. Children should be encouraged to take books home and to look after them in home and school.
- Library books should be borrowed regularly. Teachers should encourage this worthwhile habit.
- A range of After-School Clubs are available, for children to encourage interest

and enthusiasm and a positive attitude to school.

There is an expectation that all children will be well-behaved but occasionally rules are broken. In these circumstances there are a range of sanctions.

## **SANCTIONS**

If children do not finish work in the required time they may:

- need to stay in at playtime to complete
- need to take work home to complete

If children physically hurt another child at playtime they will:

- miss some or all of a playtime, sitting in the school library.
- removal of job responsibilities in class/school which may be temporary.
- persistent misbehaviour - parents will be informed.

If children misbehave in swimming lessons they will:

- miss a lesson

If children misbehave at an after school club they may:

- miss next session
- if behaviour persists, be asked to leave the club
- have their parents contacted

If children are misbehaving in class they may be:

- asked to work in a quiet area of the classroom
- KS1 only – moved to amber or red on the traffic light system
- sent to another class
- sent to The Head Teacher or Deputy Head Teacher

If children seriously misbehave in the dining hall they will:

- be removed from the dining hall and eat dinner with the Head Teacher

In cases of persistent misbehaviour the following strategies may be helpful.

- joint discussion with parent and child
- a home-school diary to record good and bad examples of behaviour
- an achievement chart with stickers

If misbehaviour persists help will be sought from LA support services e.g. Behaviour and Support Team, Educational Psychologist.

For very serious incidents there maybe:

- an internal exclusion
- a fixed term exclusion.
- a permanent exclusion.

All incidents will be recorded on the safeguarding electronic system, CPOMS, which is constantly monitored by the Head Teacher, Deputy Head Teacher and Inclusion Manager.

## **BULLYING**

Bullying affects everyone, not just bullies and victims. It may damage the atmosphere of a class and even the climate of a school. With this thought in mind the adults in the school aim to provide an atmosphere which is caring and protective where all children can receive their education free from humiliation, oppression and abuse.

Strategies to combat bullying:-

- Work towards improving self-esteem and confidence of all children
- Reward, praise and attention given to non-aggressive behaviour
- Racist and sexist language should be tackled. - see Equality Information and Objectives Policy
- Name calling will not be tolerated
- Incidents will be noted on the electronic safeguarding system, CPOMS, which is shared with the Head Teacher, Deputy Head Teacher, Inclusion Manager and relevant staff.
- All children will be involved in deciding rules for the classroom, school and playground
- Anti-bullying week activities and a child friendly child-on-child abuse policy shared.

If bullying occurs then the following steps should be taken:-

- Reassure the victim
- Offer help, support or advice to the victim
- Make it plain to the bully that you disapprove and explain why
- Encourage the bully to see the victim's point of view
- If you need to punish, explain the punishment and sanctions calmly
- Inform the Head Teacher
- Inform all members of staff to be vigilant if the incident arose in an unsupervised moment or area

- Headteacher to inform parents and to make clear that once the incident is dealt with it is then over
- Develop strategies to try to prevent a re-occurrence

## **PLAYTIMES**

Playtimes are a time when children are free to choose their own activities and who they share these with. There are over 300 children playing. We aim that playtimes will be enjoyable for all children.

With this aim in mind the following rules have been devised for playtimes:

- Football is played in restricted areas.
- Reception and Nursery in their own enclosed areas.
- Children will have access to the field, weather permitting.
- All children Y1-Y6 have access to all Opal activities
- Corridors and toilets are supervised.

When the bell goes at the end of playtime -

- All tidy up
- A second bell indicates time to line up.
- Staff collect their teaching group from the yard and escort them into school

## **Rules for Playtimes**

If there is any form of fighting children will miss a playtime.

In F.S, KS1 children would stand to one side for time out or hold the teachers hand.

If children miss 2 playtimes in one week then parents will be informed, or if a pattern builds up over several weeks.

If children misbehave in football they may be banned from football for one or several days depending upon the severity of the incident.