

Westminster Community Primary School

Behaviour Policy (inc. Exclusion Protocol)

1. Policy Statement

1.1 There is a need for the school to have a whole school approach to behaviour that all staff, children and parents are aware of. The school has adopted a whole school approach to pastoral and disciplinary issues. There is an ongoing process of training to help all staff deal effectively with behaviour and discipline. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions.

2. Introduction

2.1 Within school, it is important that children behave appropriately so that they are able to develop as independent learners – taking more responsibility and initiative; maturing in their approach to school work, in developing friendships, and co-operating with each other, and behaving appropriately within the environment outside of school and on the internet and in using technology responsibly.

2.2 By encouraging good behaviour, children are allowed the opportunity to foster positive attitudes to learning; developing listening skills and encouraging sustained concentration. This in turn should lead to an increased interest in work and should allow the children to grow in self-confidence and self-esteem.

HMI identify the features of an orderly and well-disciplined school as:

- Good relationships with mutual respect between pupils and teachers;
- Teachers' high expectations of pupils, academically and socially;
- Curriculum and teaching methods stimulating and well matched to pupils' needs;
- The nurturing of pupils' growing maturity and self-esteem.

2.3 This policy will allow for a positive, balanced approach towards behaviour management, with rules and strategies being implemented from Nursery through to Year Six.

3. Behaviour and Discipline Statement

3.1 All pupils are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times. The emphasis lies in positive

reinforcement and rewards and praise rather than sanctions and punishments. Setting and expecting high standards of behaviour and mutual respect is our aim.

3.2 This policy sets out to address this issue and seeks to reinforce procedures acceptable to all, with a commitment from staff to endorse the guidelines. It is important that the guidelines work towards achieving high standards of behaviour. Behaviour should be exemplary; relationships are conducive where all adults associated with the school treat pupils with respect.

3.3 All staff will provide firm and patient insistence on high standards and will take practical steps to transmit high expectations to colleagues and pupils.

3.4 It is important to note that the quality of teaching and learning activity has a direct effect on good behaviour. We aim for lively and stimulating teaching, quality learning experiences where attention is paid to differentiation and involvement in interesting activity.

3.5 Parents will be regularly informed and will be encouraged, in a climate of trust, to feel confident to visit school to discuss difficulties of their own volition. Open discussions will be encouraged and solutions will be sought together, to identify and diffuse potential behavioural and emotional problems.

4. Purpose

4.1 The school has codes of behaviour, reflected in our five school rules, which are familiar to staff, pupils and parents. This will ensure that everyone in school is working to the same standards and fully understands what we are aiming for.

4.2 The majority of children who experience behavioural or emotional difficulties in school will have these dealt with in school if this is possible. For those children who require additional help the support services may be brought in to advise. These being:

- Education Psychology Service
- Education Welfare
- Special Needs Support Services and
- Social Services.

4.3 For children with additional needs, with regard to the Equality Act, 2010, reasonable adjustments will be made, which may include:

- Individualised Behaviour Report Form
- Additional teaching assistant support
- Referral to ELSA

- 4.4 Throughout school life, we are seeking to develop positive attitudes, bolstering the self-esteem of pupils and establishing school and education as being of value. We hope to achieve this through friendly internal competition where children can achieve and gain recognition: Head Teacher’s Awards and Class Certificates - for effort as well as achievement. Work is also positively displayed for wider audiences. A system of awards also encourages children to earn recognition for themselves and their peers.
- 4.5 We are very keen to involve families in all aspects of the child’s education – academic, social and moral. Parents will also be invited to attend our weekly ‘Family Assembly’ to celebrate the children’s success – for good effort, good work and good behaviour.

Our School Rules

Look after yourself and others in a caring way

Follow instructions first time and listen when others are speaking

Take care and look after equipment and the environment

Settle quickly and remain on task.

Be calm and quiet around school

5. Overview of Awards and Certificates

- 5.1 Each child has a Westminster Gold Star award card. Pupils have to earn gold stars. The children are given stars for good behaviour, effort and good work. The stars that they receive are recorded on the award cards. When they reach 20 stars they receive a bronze pin badge, 40 gold stars a silver pin badge and 60 gold stars a gold pin badge. The pin badges are awarded in the family assemblies on a Friday morning.
- 5.2 During the family assemblies, the efforts of 1 child from each class are also rewarded with a certificate from their class teacher. These certificates will be presented at the family assembly on Friday morning.
- 5.3 Headteacher awards are also presented at the family assembly. This award is for children who have shown an exemplary attitude to learning.

5.4 A record should be kept of children who are rewarded, either by post card, special mention or reward certificate.

5.5 A whole class reward of ‘Gems’ in a jar is in place. When ALL children in the class are behaving as expected, (i.e. all sitting attentively following a playtime) then they will be awarded a gem. On achieving 30 gems, the children will be allowed a 10-Minute treat, of their choice, such as an extra playtime, or choosing time.

6. Overview of ‘Traffic Light System’

6.1 Our consequences will also be standardised, using our ‘Traffic Light System’ for Early Years, KS1 and KS2. They will be as follows:

- Informal Warning
- Formal warning - Name moved into green
- Name moved into Amber: (spend the next playtime in the Thinking Room, during break time. Early Years children spend time in the reflection areas in their classrooms).
- Name moved into Red: (sent to the Head Teacher or SLT).
- Any further problems the children will be sent to the Head Teacher.

6.2 Each member of staff will be responsible for a 'Thinking Room' duty, which will be highlighted on the playground duty rotas. The Thinking Room will operate at lunchtime break between 12:30 – 12:45. The date, child and reason they are in the Thinking Room will be logged each day in the Thinking Room Record. At the end of each 1/2 term, the records will be analysed and any child who has been in the Thinking Room 5 times or more will be discussed by the Senior Leadership Team and appropriate action will be taken, which will usually result in communication with the parents or carers. The behaviour logs are kept in the corresponding year group Behaviour Files.

6.3 Pupils in the Thinking Room are asked to reflect about how they can modify and improve their behaviour. We encourage pupils to be aware of the element of choice they have in their behaviours and that a change in behaviour would result in a different outcome, which would be better. If appropriate an apology card may be written.

6.4 It is hoped that the Thinking Room will be a short-term measure, and that through the introduction and consistent use of the reward and consequence system the children's behaviour will improve to an extent where pupils kept in during playtime is rare. The success of the Thinking Room will be evident in the decreasing number of children who attend.

6.5 It is REALLY important that we adopt a uniform approach to discipline, and that we all adhere to these rewards and consequences. In doing this we will be ensuring we have consistently high

expectations with regard to behaviour from ALL children. In addition, the children will know how we all expect them to behave and they should soon begin to behave in this manner.

6.6 Our School Council has been established to allow our children the opportunity to express themselves and share their ideas. Meetings take twice every half term.

6.7 At Lunchtime, pupils' behaviour is rewarded with lunchtime awards. Midday Supervisors and staff on lunch duty give pupils lunchtime awards to reward their good behaviour. Midday supervisors liaise closely with class teachers to use the traffic light system to record formal warnings given on the playground. Children who do not follow the school rules during lunchtime will have their names reported to the class teacher and will spend the next lunchtime in the Thinking Room

6.8 We have also consulted the Behaviour Support Team who have been in to school and discussed our behaviour policy system, and our strategies for dealing with behaviour management. They will also maintain support in the future in dealing with specific behavioural difficulties of individual children.

6.9 Should a child behave in an inappropriate way that is beyond the expected behaviour of a child of that age, a 'Major / Minor Form' - Behaviour Incident Report Form should be completed. This should provide as much information about the event as possible and reflect the views of all involved. Each child and the adult recording the incident should also sign the form before passing this to the Head Teacher. The report will then be read and filed. Consideration will be given to repeat offences and appropriate action taken.

6.10 Should children persistently disrupt learning, choose to leave class without permission or behave in such a way that the safety of themselves or others is compromised; they will be asked to work in the Inclusion Room. A register will be kept, and this will be monitored regularly by the Head Teacher.

6.11 In extreme cases, exclusion will be considered following Cheshire West and Chester Council procedures (see below).

6.12 Reasons when a fixed term exclusion may be considered are (in no particular order and not exhaustive):

- fighting,
- cyber-bullying and intimidation of peers,
- physical and emotionally threatening behaviour.

6.13 Reasons when a permanent exclusion may be considered are (in no particular order and not exhaustive):

- carrying a weapon (such as a knife, gun, dangerous substance) in school,
- serious act of violence, actual or threatened,
- sexual abuse or assault,
- racially-aggravated offence

- supply of controlled drugs to other pupils
- computer hacking

7. Fixed Period Exclusion

- 7.1 The Education Act 1997 amended the law on fixed period exclusions as from 1st September, 1998. From that date, Head Teachers may exclude a pupil for up to 45 school days in any one school year. The DfE advises that where the exclusion is for a period of more than a day or two, the school should arrange for work to be undertaken at home. The letter sent to parents explaining the period of exclusion should indicate arrangements for setting and marking the work. It is recommended that when the pupil is about to return to school, arrangements should be made for re-introduction to school life under appropriate conditions and with agreed expectations, this is done through a re-integration meeting with the child, parent and Head Teacher/ SLT.
- 7.2 Governors must ensure that when the Head Teacher excludes a pupil, they inform the pupil's parents of the period for which they will be excluded, and the reason for the exclusion. Parents must also be made aware that they can make representations to the Governing Body and the LEA about the appropriateness of the exclusion.
- 7.3 The following extract is taken from the Cheshire West and Chester Education and Learning Web Page, which provides guidance on the process, including the appeal process:
<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx>
- 7.4 Your rights when your child has been excluded from school
- 7.5 You have the right to make written representations to the School Governing Body about any exclusion. If the exclusion is for more than five days in any one term and less than 15 days you can ask to attend a meeting of the School Governing Body when the exclusion will be considered.
- 7.6 If the exclusion is for more than 15 days in any one term then you will be invited to a meeting of the School Governing Body where the exclusion will be reviewed. The school will let you know the details. You can take a friend along to help you if you wish, you may provide written information to be circulated to the Governing Body, and you must be allowed to ask questions and say what you think about the exclusion. You may also wish your child to give his or her own side of the story to the Governing Body. You are entitled to receive a copy of any information circulated to the Governing Body by the school.
- 7.7 If the exclusion is for a fixed period of five days or less (including any previous exclusions earlier in the term) the Governing Body cannot direct the Head Teacher to re-admit your child before the end of the exclusion period. The Committee can, however, come to a view on whether or not the exclusion was appropriate.

7.8 For longer fixed period exclusions, the Governing Body will either allow your child back in school or agree with the Head Teacher's decision. You must be told of the decision as soon as possible after the meeting and this should be confirmed by the school in writing. This settles the matter if the exclusion is a fixed period one. There is no further right of appeal.

8. Permanent Exclusion

8.1 If the exclusion is permanent, however, then you will be invited to a meeting of the School Governing Body where the exclusion will be reviewed. The school will let you know the details. You can take a friend along to help you if you wish, you may provide written information to be circulated to the Governing Body, and you must be allowed to ask questions and say what you think about the exclusion. You may also wish your child to give his or her own side of the story to the Governing Body. You are entitled to receive a copy of any information circulated to the Governing Body by the school.

8.2 The Governing Body will either allow your child back in school or agree with the Head Teacher's decision. You must be told of the decision as soon as possible after the meeting and this should be confirmed by the school in writing. If the Governing Body decides to agree with the Head Teacher's decision, the clerk to the meeting will write to inform you of the decision. You then have 15 school days to submit an appeal to an independent review panel. The excluding school will provide you with the address details of where to lodge your appeal.

8.3 If you do not appeal within 15 days the permanent exclusion will stand and cannot be changed.

8.4 Appeals against permanent exclusion – Independent Review Panel

8.5 The purpose of the appeal is normally to consider whether the exclusion is appropriate and whether the pupil should be reinstated. If you decide to appeal, you will have the opportunity to request an independent review panel. You may at your own expense, appoint someone to make written and/ or oral representations to the panel and you may also bring a friend to the review. You may also wish your child to tell his or her side of the story.

8.6 The Independent Review Panel will have three members, which will comprise of one serving or recently retired (within the last five years) Head Teacher, one serving or recently serving experienced governor/ management committee members and one lay member who will be the Chairman.

8.7 Regardless of whether your child has a recognised special educational need, you have the right to require the Local Authority / Academy Trust to appoint a special educational need (SEN) expert to attend the review. There is no cost to you for this appointment.

8.8 The SEN expert will provide impartial advice to the panel on how special educational needs might be relevant to the exclusion, whether the school's policies or application of these policies were legal,

reasonable and fair and whether the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any special educational needs.

8.9 You must make clear if you wish for an SEN expert to be appointed in your written notice when requesting an independent review panel.

8.10 The panel will review the governing body’s decision not to reinstate a permanently excluded pupil. Following its review, the panel can decide to: uphold the exclusion decision, recommend that the governing body reconsiders their decision, or quash the decision and direct that the governing body considers the exclusion again. The Panel’s decision is binding and ends the process.

9. Inclusive Solutions

9.1 In addition to the process outlined above we have developed inclusive solutions to support inappropriate behaviour including bullying (please also see Anti Bullying Policy). We have also adopted the National Strategy programme “Social and Emotional Aspects of Learning” (SEAL) which is embedded across the curriculum, and employ two Emotional Learning Support Assistants (ELSA) .

10. Review and Evaluation

This policy was drawn up to address a very specific need. It will be shared with pupils, parents, staff and Governors. Staff will review it every year, in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.

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Appendix

Guidance for Staff Traffic Light System

1. Informal Warning

Pupils are reminded of the school rules and what behaviour needs to stop and why. Examples include; fiddling, time wasting, swinging on a chair, talking out of turn, calling out; walking around the classroom. We aim to do this through positive reinforcement of others behaviour and aim to encourage and praise.

At this stage it is made clear what changes in behaviour are required to avoid a formal warning and use of the traffic light system.

2. Formal Warning: Name moved to Green

This is a formal warning and the child's name is recorded within the traffic light system. A child's name will be moved to **Green** for continued incidents, as outlined above, or more serious incidents. Examples of more serious incidents include; rude noises; arguing; lying; name calling.

3. Name moved to Amber (Thinking Room)

This is the second formal stage of the behaviour system. A child's name is moved to **Amber** for continued incidents, after they have had their name moved into green; or more serious incidents. Examples of more serious incidents include; refusing to comply; swearing; verbal abuse towards children or adults; damaging property.

4. Named moved to Red (Head Teacher informed – Thinking Room)

This is the third formal stage of the behaviour system. A child's name is moved to **Red** for continued incidents, having had their name in amber - or more serious incidents. For example; stealing; vandalism; racism; violence; fighting; inappropriate contact towards an adult. If a child's name is moved to **Red** then they are sent to another classroom to reflect on their behaviour.

In view of our shared school rules and our Dignity at Work Policy, regarding care and respect for others, **Profanities (swearing)** will not be tolerated in our school. Instances of this will be escalated immediately to the Head Teacher and a decision may be taken to issue a fixed term exclusion.

Similarly repeated Inappropriate Behaviour such as **running out of a classroom, refusing to follow an adults' instruction, disruptive behaviour** is not acceptable and will be escalated to the Head Teacher, who may exclude.

Thinking Room Record

If a pupil receives more than one formal warning and their name is moved into **Amber** or **Red**, they will spend their next playtime in the Thinking Room. Their names will be recorded in the Thinking Room Record Book, also outlining the reason for spending time in the Thinking Room. This record will be regularly reviewed by the Senior Leadership Team.

If a child is in the Thinking Room on 5 or more occasions within a Half Term, then they are discussed by the Senior Leadership Team and appropriate action will be taken, which may include a meeting with the parents to review the child's Behaviour.