



Behaviour and Relationships Policy 2024

Ratified by trustees: November 2024

To Be Reviewed: November 2025

Aims

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

To achieve this, we must structure the school and the classroom in a way that places the development of positive, caring relationships at the heart of everything that we do. From this, our children will develop self-discipline, awareness and respect of their 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 and between 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 protected characteristics.
- 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 for all.
- The school will work co-operatively to provide a relevant supportive curriculum for all pupils. 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 any form of discrimination 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.

Our school rules

Always be safe

Always be kind

Always be ready

Our school rules are designed to encompass all areas of school life, in a simple, memorable way.

The Role of the Staff

All teachers, support staff and lunchtime supervisors, share the responsibility for promoting good behaviour and managing behaviour problems positively. All staff should adhere to the school's code of conduct as specified in *the Code of Conduct*.

Staff	Role
All staff	<p>Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. This is done through:</p> <ul style="list-style-type: none">- Maintaining excellent relationships- Fair and consistent implementation of the behaviour policy- Modelling positive behaviours- Consistently applying agreed routines- Supporting pupils to meet the school's expectations <p>Staff have an important role in conveying the ethos and values of the school in their interactions with all stakeholders, e.g. parents and visitors. This is done through:</p> <ul style="list-style-type: none">- Maintaining a professional, helpful and courteous tone during all interactions and in all circumstances.- Demonstrating that stakeholders' views are valued and acted upon appropriately.

Senior leaders have additional responsibilities as follows:

Staff	Role
Headteacher	The headteacher is responsible for ensuring that the culture of the school enables a calm, safe and supportive environment

Senior leadership team	School leaders ensure that all staff understand the behavioural expectations and the importance of maintaining them. School leaders ensure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
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Relationships

We believe that developing a culture where relationships sit at the heart of everything make a fundamental difference to children's ability to thrive in school.

We show interest in individuals	Staff foster relationships by taking interest in pupils' lives through asking questions such as 'What did you do at the weekend?' and 'How is your football/swimming/gymnastics going?'
We speak to pupils with great respect	When we address pupils, we speak in a calm and polite manner.
We never shout	There is never a valid reason for shouting. The only exception might be if a child was in danger and their attention was required to ensure safety.
We model respectful interactions	When speaking with other stakeholders, we model courtesy and respectful language.
We concentrate on praising effort	This enables children to develop a growth mindset and to deal with setbacks appropriately.

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.

Our responsibility extends to all children at all times of the day.

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

Routines

We are always punctual	<p>This provides children with structure at the beginning/end of sessions</p> <ul style="list-style-type: none">• Children are led to the playground and received from the playgrounds in an orderly supervised manner, before and after school, end of breaks, lunchtime
We consistently apply procedures	<ul style="list-style-type: none">• Lining up to prepare for movement around school e.g. for break time, change of venue etc• Always walking in the building• Using stopping points to maintain an orderly environment and to keep sight of children at all times (in classrooms and all other areas of school)• Sharing, collecting and storing books and equipment
We frequently remind the children about routines in the classroom and school in general	<p>This reinforces the routines</p>

We share timetable information with children (displayed in classroom)	The children feel more secure when they know about the structure of the day
We organise our lines and seating arrangements (e.g. assembly), with knowledge of individual needs of children	This enables good order and routines to be maintained at all times of the day
We encourage children to use the toilets at appropriate times	Children may use the toilets during lesson times if necessary. This should not be part of the normal routine

Breaktime routines

We supervise children at all times	We stand so that we can see the widest possible view of the playground
We ring the bell at the end of playtime and lunchtime. This 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	<ul style="list-style-type: none"> • We expect children to line up in an orderly fashion • During wet play, classes should be supervised in year groups, with the teacher taking a short break while the teaching assistant supervises and vice versa. • A 'wet play' activity box with designated games, activities and equipment, supervised by sensible monitors, should be in use. • During wet play, children should be sent to the toilet, a few at a time

Lunchtime – questions to consider

1. Do you and the children and staff know the name of the lunchtime supervisor designated to your class and play areas?

2. Are the children regularly reminded about our expectations of behaviour at lunchtimes?
3. Are home lunch children dismissed correctly at lunchtime? CHILDREN MUST NEVER BE LEFT UNSUPERVISED.
4. Are home lunch 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 lunchtime supervisors, when the children are class based?
6. Do children know about the role of the play leaders and lunchtime supervisors?
 - The LTS and play co-ordinators will be on-hand to deal with any behaviour incidents.
 - 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 on CPOMS.
 - For serious breaches of behaviour e.g. bullying or discriminatory behaviour, the child should be escorted to a member of the leadership team.

Children who require additional support

Some children may require additional support beyond the usual routines. In such cases, class teachers should liaise with their phase leader about particular needs, so that appropriate plans can be established to support children.

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 lunchtime, 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 on CPOMS.

Out of school activities

Any behavioural needs will be considered as necessary when planning and risk assessing educational visits and activities.

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 sanctions

Children who demonstrate positive behaviour should always be recognised and highlighted as a good role model.

Rewards

- **House points** may be awarded to pupils who display good behaviour. House points are tallied and the winning house is announced in the weekly merit assembly.
- **Merit assembly** - Two children in every class are selected each week, parents are invited and the children receive a certificate.
- **Notes home** – one child per week will receive a special magnetic note from the teacher, to share with parents and display on the fridge
 - ‘ _____ has really impressed me with...’
 - ‘I am really proud of _____ because...’
 - ‘ _____ has been wonderful with...’
 - ‘ _____’s work in (subject) was of a really high standard..’
 - ‘ _____ has been so kind with other children when...’
 - ‘ _____ has made a fantastic effort with...’

Disruptive behaviour in the classroom:

- 1) **Reminder.** Remind the child of the school rule that they are breaking, eg not being on task (this is not being respectful). Give them a minute 'take up time'. Remember that this time is for the pupils to re-establish correct behaviour. Spend this time working with another child or continue with whole-class teaching.
- 2) **Warning.** This should be as private if possible. 'This is a warning. Be really careful about your next choice'. We want the child to know their behaviour has been noted and give them time to regulate.
- 3) **Miss five minutes** at break with class teacher.
- 4) **Phase leader referral** if there is a further repeat of behaviour. If appropriate, the phase leader will speak to parents about the child's behaviour.
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 Headteacher / leadership team.

PIP & RIP (Praise in Public/Remind in Private)



Public praise: creates a warm culture for learning.

Private praise can be highly impactful, sometimes life changing e.g. 'I've seen you do some fantastic work in this lesson before... Non-verbal encouragement:

- Smiling and nodding
- General positive body language

Positive conversations and 'walk aways' (remind in private)

A small nudge towards to the right behaviour when possible, is more effective than a hefty punishment.

'One voice please, Timmy'

'All four legs on the floor please. Thank you.'

De-escalating and consistency

- A calm, planned response doesn't make it 'softer'.
- It draws the line again and again.
- Each time the line is stepped over, the response is the same.
- Contrast this with joy and enthusiasm when they get it right.

Positive responses for de-escalation:

'I understand you feel like that...'

'I hear what you are saying....'

'I understand what you are saying...'

'maybe you are right...'

Bullying

As a school we need to:

- Recognise that bullying can occur
- 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, PSHE etc)
- Make it clear that bullying will not be tolerated and that, if it occurs, action will be taken
- Make sure that all areas of the school are well supervised;
- Communicate our policy on bullying to parents, governors and trustees
- Give opportunity for individuals to talk with teachers/pastoral 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.
- Include the child who has been bullied in resolving the situation including what support should be provided.
- Find ways to raise the esteem of the child that has been bullied.
- Only if appropriate, and then very sensitively discuss the problem with the class or group.

Dealing with the child who has carried out the bullying

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

Exclusion

For the most serious breaches of behaviour, the Headteacher has the right to apply a fixed-term or permanent exclusion. The school will have full regard to the latest DfE exclusion guidance (See link below for statutory guidance:

Exclusion from maintained schools, academies and pupil referral units in England, September 2022)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Monitoring and Review:

This policy will be reviewed by the senior leadership team and Trust Board, on an annual basis.