

BEHAVIOUR POLICY

RATIONALE

Westwood Prep aims to foster an environment where learners are well behaved at all times. We want the school to be a place where learners are able to exemplify good relationships amongst other learners as well as staff. The policy will focus on rewarding good behaviour rather than sanctioning negative behaviour. The policy seeks to establish order through self discipline and high standards of behaviour. It will support young people in developing high moral values and being respectful of their peers and other members of the school and wider communities.

The successful implementation of this policy will allow the school to:

- provide a caring, supportive, stable and disciplined environment in which learners are secure and feel valued
- maintain a school community based upon sound values of common sense, courtesy, good manners and respect for others whilst providing opportunity to show responsibility in the local community and as citizens in the wider world
- help our children achieve academic success giving each learner opportunities to fulfil individual potential both through independent effort and collective endeavour
- inculcate a love of learning and to encourage lively and enquiring minds
- promote moral, cultural and spiritual values and encourage tolerance to other faiths

The policy is divided into seven components. Each component highlights the distinct responsibilities of the school's key stakeholders. The components are as follows:

- A. Code of conduct for learners
- B. Acceptable and unacceptable behaviour
- C. Encouraging positive behaviour through teaching and learning
- D. Behaviour System
- E. Rewards and Sanctions
- F. Roles and responsibilities in ensuring high standards of behaviour
- G. Monitoring and review

A. CODE OF CONDUCT

This code of conduct is to be followed by all learners:

- Westwood Prep is the place you come to work, develop skills and make friends
- make sure you always do your best
- adopt a positive attitude
- allow other people to get on with their learning
- listen to teachers and other students
- behave appropriately at all times
- treat one another with politeness, courtesy and respect
- use language which is not abusive, offensive or rude
- care for and look after the school building, the people in it and all equipment
- keep all whiteboards clean at all times

- always switch off lights when not in use
- dispose of all litter in the bins provided
- think about your safety and that of others
- keep to the right and walk sensibly in corridors
- always wear correct uniform
- remember to bring all necessary equipment to each lesson
- be organised
- be punctual to school, and settle in quickly to the task in hand
- complete class work and homework on time and hand in as required
- treat with respect your exercise books or textbooks

The basis of this Code of Conduct is a need for mutual respect. Learners attending Westwood Prep have the right to expect a well-maintained environment which is conducive to learning. This right can only be provided in circumstances where all individuals understand the importance complying with the Code of Conduct.

In addition to the Code of Conduct the school operates a statement of acceptable and unacceptable behaviour:

B. ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR:

Acceptable Behaviour in Classrooms	Unacceptable Behaviour in Classrooms
<ul style="list-style-type: none"> ▪ Arriving promptly with all required equipment ▪ Coming in quietly and preparing immediately to work ▪ Listening to the teacher and to each other ▪ Getting on with the task set ▪ Leaving the classroom neat and tidy 	<ul style="list-style-type: none"> ▪ Arriving late without a reasonable excuse ▪ Speaking out without an invitation to do so ▪ Answering back, or rudeness ▪ Distracting and not listening to other students ▪ Walking around the classroom without the teacher's permission ▪ Dropping litter in the playground or leaving the room untidy
Acceptable behaviour in all areas of School	Unacceptable behaviour in all areas of School
<ul style="list-style-type: none"> ▪ Walking in silence in the corridors ▪ Walking on right-hand side ▪ Opening doors for one another ▪ Forming an orderly queue while waiting to enter classrooms ▪ Being respectful towards all staff and school visitors ▪ Walking up and down the stairs 	<ul style="list-style-type: none"> ▪ Talking in the corridors ▪ Shouting, swearing and running around ▪ Obstructing others ▪ Ignoring staff ▪ Defacing, damaging or removing resources ▪ Dropping litter ▪ Eating except in the classroom except break times ▪ Running up and down stairs

<p>Acceptable behaviour with other students in the classroom and during playtimes</p>	<p>Unacceptable behaviour with other students in the classroom and during playtimes</p>
<ul style="list-style-type: none"> ▪ Respecting others' feelings and belongings ▪ Speaking and behaving with courtesy ▪ Respecting cultural differences ▪ Playing with others appropriately during playtimes ▪ Listening to others' views ▪ Respecting the environment, building, furniture and playground equipment 	<ul style="list-style-type: none"> ▪ Bullying: verbal & physical ▪ Abusive language ▪ Intolerance of cultural or social difference and any form of racism ▪ Damage to or the theft of school property or playground equipment
<p>Acceptable behaviour with adults</p>	<p>Unacceptable behaviour with adults</p>
<ul style="list-style-type: none"> ▪ Respect ▪ Acting on requests made to you by staff ▪ Listening 	<ul style="list-style-type: none"> ▪ Swearing ▪ Pushing past in corridors ▪ Ignoring what is being asked of you ▪ Challenging requests made to you by staff

C. ENCOURAGING POSITIVE BEHAVIOUR THROUGH TEACHING AND LEARNING

Effective teaching and learning can only take place in a well managed classroom environment. It is difficult for learners to learn and for teachers to teach where there is disruption or lack of focus.

To achieve effective teaching and learning, teachers will:

- prepare well focussed and structured lessons so that objectives are clear and relate to prior learning
- actively engage pupils of all abilities in their learning
- develop learning skills systematically so that learning becomes increasingly independent
- use assessment for learning to reflect on what is known and set targets for the future
- have high expectations for effort and achievement
- motivate by well paced teaching and a variety of activities matched to varying learning styles
- create an environment that promotes learning in a fun and purposeful atmosphere
- evaluate the effectiveness of teaching styles and methods

To achieve effective teaching and learning, learners will:

- complete their homework or any preparation required in advance of the lesson
- give their lessons their full attention
- participate actively in all activities
- work collaboratively or independently as required by the teacher

D. BEHAVIOUR SYSTEM

KSI – THE RAINBOW BEHAVIOUR SYSTEM

KSI will follow the rainbow behaviour system. Learners will begin the week with their name placed above the rainbow. For every commendable action performed during the week, the learner's name will move down the rainbow. The rainbow behaviour system will be refreshed weekly.

THE TRAFFIC LIGHT SYSTEM

Each class will have a traffic light display that records behaviour which is refreshed daily. All learners start on green.

- If a learner displays inappropriate behaviour, they will be given a verbal warning by the class teacher.
- A second warning will result in the learner's name being moved back on the rainbow behaviour system or moved back to amber depending on the nature of the incident.
- A third warning will result in the learner's name being moved to red and minutes will be taken off play time/lunch/Golden Time.

KS2 – MERIT/POINT SYSTEM

KS2 learners will be divided into teams. Learners will be able to collect merits/points for good behaviour, excellent effort, manners, team work and any other commendable action. The team with the most points/merits at the end of each term, will be rewarded with additional golden time. Individual learners who collect the most points will receive an additional award.

KS2 – THE DEMERIT SYSTEM

If a learner displays inappropriate behaviour, they will be given a verbal warning. For a more severe offence, or a repeated offence, minutes will be taken off golden time. The total number of minutes taken off golden time at the end of the week, will result in an equal number of merits/points being deducted.

E. REWARDS

We believe that children and young people respond better to encouragement than to criticism. While recognising that praise must be appropriately applied in order to be meaningful, every opportunity will be taken to recognise good behaviour and good work, to register approval, to acknowledge positive attributes and to thank learners for demonstrating behaviour or work of a high standard.

Examples of rewards at Westwood Prep:

Individual teacher	An on the spot response by the individual teacher to praise learners in the classroom or around the school. Teachers may devise their own systems such as awarding stickers and stars following clear explanation of their use.
Awards in assembly	Teachers may award certificates to celebrate learners' achievements. Star of the Week, success in competitions and extra-curricular achievements will be recognised in assembly.
Achievement awards and postcards	Achievement certificates are awarded to learners at the end of the academic term for excellent performance in individual subjects. They are also awarded for excellent attendance, punctuality and overall performance and effort. Throughout the term, postcards will also be sent home to acknowledge good work, behaviour and effort.
In the press	To acknowledge the achievements of learners, wherever possible and subject to parental consent, the school will see that these gain public recognition.
Through the display board/notice board.	Achievements will be displayed through school displays and on the parent notice board.

SANCTIONS

At times, it will be necessary to implement sanctions to enable learners to learn. Sanctions will be applied evenly and fairly and with reference both to the codes of conduct and the statement of acceptable and unacceptable behaviour. Where further sanctions become necessary, the School aims to take a systemic approach, applying all sanctions fairly and objectively and with due regard both to the circumstances of the individual and the need to maintain an orderly and safe environment for the good of all. Teachers will follow the behaviour criteria as a best fit approach.

- Learners who fail to complete class work due to misbehaviour will be asked to complete it at lunch/play time or golden time.
- If a learner commits a violent, wilfully disobedient or bullying, including homophobic or racist bullying incident, they will be asked to miss golden time, complete a reflection form and both vice/principal and parents will be informed.
- Learners are able to earn back play time/lunch/golden time through good behaviour.
- If a learner shows no improvement, they will be sent for reflective time out. The reflective time out table/area is where a learner can be seated away from other learners in order to give them a chance to calm down, reflect or continue their work silently.
- If a learner fails to calm down or co-operative after being sent for reflective time out, they can be sent to another teacher in the same Key Stage or to the Vice Principal
- If there are persistent behaviour issues or incidents with a learner, parents/carers will be notified and called in for a meeting with the Principal/Vice Principal.
- This will be recorded in the child's individual Incident Log.

PLAYGROUND EXPECTATIONS

Learners are expected to behave appropriately not only in the classroom but also during playtimes. Expectations for playground behaviour are clear to all staff and learners. Learners are reminded about how to behave in the playground, how to play with other learners and how to use equipment appropriately.

- Positive behaviour in the playground will be rewarded through the rainbow system or merits/points.
- If a learner displays inappropriate behaviour, they will receive a verbal warning.
- If the learner receives a second warning they will be asked to shadow the teacher for 5 minutes.
- If inappropriate behaviour continues, the learner will be sent for time out for 5 minutes.
- If a learner displays any serious or aggressive behaviour; physical or verbal, they will be sent to Principal or Vice Principal. Parents will also be notified.
- Meal supervisors will notify the class teacher if there are any concerns regarding a learner's behaviour during lunch time.
- All incidents will be recorded on the Incident Log.

ATTENDANCE AND PUNCTUALITY

- Arriving to school on time is very important. We believe that good punctuality is the key to success. Arriving early to school will help learners achieve in school and beyond. Pupils who arrive after 8:30 am will be considered a late. The school will take the following actions to promote excellent attendance and punctuality and prevent regular lateness:
 - Half Termly awards and additional golden time for the class with the best attendance and punctuality
 - Termly awards for individual pupils with excellent attendance and punctuality
 - A trophy will be awarded to the class with the best attendance and punctuality in the End of Year Assembly.
 - If a learner is persistently late, parents will be notified via the home school communication book/letter.
 - If there is no improvement, parents will be called in for a meeting with the principal/vice principal to discuss strategies and interventions to prevent persistent lateness.

BEHAVIOUR MONITORING

The following systems are in place to monitor behaviour:

- An Incident Log is kept in each classroom and will contain a record of all incidents. Parental contact, including phone calls and letters to parents, will also be recorded (accidents are recorded on a separate Accident Log).
- All learners who are involved will have the incident recorded in the log detailing the incident, the learner's response and action taken.

- Any learner, whose behaviour does not improve, will be placed on a 'Behaviour Monitoring Record', which will be monitored daily by the class teacher and weekly by Vice Principal. The learner's parents will also be invited to a meeting to discuss their child's 'Behaviour Monitoring Record'.

Learners are trusted to comply with the Code of Conduct and the statement of acceptable and unacceptable behaviour. For most minor infringements of the code of conduct, a reprimand and warning should prove sufficient. For a minority of students, sanctions are necessary. Any sanction will be proportionate to the offence, relevant to it and constructive in purpose.

A learner will be sent to the Principal/Vice Principal if any of the following behaviours are displayed:

- repeated misbehaviour
- continued inappropriate behaviour after returning from time out
- physical violence or
- threatening behaviour
- swearing intentionally to cause offence
- racist, sexist or homophobic remarks

Parents will be notified, either by phone call or at home time, if a learner has been sent to the Principal/Vice Principal. Serious Incidents will also be recorded in the Serious Incident Log.

EXCLUSIONS

We do not wish to exclude any learner, however, at times this may become necessary. Therefore, if there is no improvement after all reasonable strategies have been put in place (including internal sanctions and the application of any available support), a permanent or temporary exclusion may be considered.

Exclusions will occur if:

- Learners repeatedly violate the Behaviour Policy
- Learners seriously assault children or staff

In the case of exclusion, temporary or permanent, parents/carers have a right of appeal to the Governing Body. Please refer to the Complaints Procedure. Parents also have the right to use the complaints procedure for any perceived misapplication of sanctions. The first stage is a meeting with the Principal.

F. ROLES AND RESPONSIBILITIES IN ENSURING HIGH STANDARDS OF BEHAVIOUR

Governors	Governors determine policy on discipline and require that the Principal and the staff shall act fairly particularly in imposing sanctions such as detention and exclusion (temporary and permanent). No
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	learner may be permanently excluded without prior consultation with the Chair of Governors or the Deputy if the Chair is not available.
Principal	The Principal is required to draw up a policy in accordance with any written statement provided by the Governors, which promotes among learners, self discipline and proper regard for authority, encourages good behaviour of learners and otherwise regulates the conduct of learners, to ensure the policy is generally known within the school, and by parents, and with other members of the senior leadership team to ensure that the policy is implemented. Exclusion (temporary or permanent) may only be imposed by the Principal or Vice Principal and only in accordance with Governors' policy.
Vice Principal	The Vice Principal will employ various strategies to improve learners' behaviour. This role also involves liaising with parents and other professionals involved in the learner's care. The Vice Principal will provide suitable support for learners who are having behavioural problems.
Teaching Staff	Teaching staff will support learners in ensuring good behaviour. They may detain learners during lunch time or play time. They will refer persistent offenders to the Vice Principal.
Non-teaching Staff	All staff are expected to promote good behaviour in learners of all ages by ensuring that the policy is consistently and fairly applied. They model the high standards of behaviour expected from the students providing support so that students are taught how to behave well.
Parents	Parents/carers are to take responsibility for their child's behaviour both inside and outside school, working in partnership with school to maintain high standards of behaviour
Learners	All learners have a role to play in promoting good behaviour. Learners shape and promote the school's Code of Conduct.

G. MONITORING AND REVIEW

A hard copy of the policy will be available upon request.

The policy will be monitored and reviewed annually by the Senior Leadership Team.

Date approved by Board of Governors	Date of implementation	Date of next review
1 Sep 2018	1 Sep 2018	Sep 2021