

Westminster Primary Academy Policy Documents

Behaviour Policy

(including Anti-Bullying)



WESTMINSTER PRIMARY ACADEMY
BLACKPOOL

Review: April 2024
Next review: January 2025

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Behaviour Policy - Westminster Primary Academy

At Westminster Primary Academy we strive to ensure that our curriculum is both challenging and engaging. We are a Nurture UK school and staff are Trauma Informed trained. These approaches, added to the quality first teaching and universal offer provided to all children in our setting, emphasise the vital importance of relationships between staff and children, and encourages high expectations through high levels of support for all pupils. Our whole school ethos is based on supporting the children to talk about and regulate their own behaviour so:

Our children will be ready for their future, as respectful and responsible members of the community.

1. Aims

- To provide a shared, consistent and commonly agreed approach to behaviour management
- To provide a system to reward and encourage good behaviour, through a positive approach
- To reduce incidences of poor behaviour
- To build self-esteem and to encourage self-discipline and self-motivation
- To teach children to accept responsibility for themselves and their actions
- To foster an attitude of respect and care for others
- To provide a calm, secure and positive environment
- To celebrate success
- To raise standards of attainment and achievement

2. Home/School Agreement (Appendix 1) - currently under review ready to roll out for September 2024

Sets out the expectations from parents/carers, pupils and school.

An electronic copy in the format of a google form to be signed was sent out to all current parents in April 2024. This will be sent out as part of the new starter pack for Reception and a paper copy completed for non-routine admissions at the welcome meeting.

3. Whole school rules

To be **READY, RESPONSIBLE** and **RESPECTFUL** at all times to all members of our school community.

At Westminster we DO: good sitting, good listening, good looking. We ARE good friends.

4. A positive approach

All staff at Westminster are 'Trauma Informed UK Trained'. A trauma Informed School is one that is able to support children who are suffering with trauma or mental health problems and where this may lead to a barrier to learning, relationship forming, self esteem and behaviour. We strive to **'buffer'** the effects of trauma and Mental Health issues by providing positive and strong relationships for these children through the use of 'Emotionally Available Adults (EAA) that can **'heal minds, brains and bodies.'** (TISUK) and by using the strategy of **P and the 3 R's** - Protect, Relate, Regulate and Reflect. Restorative work is part of this.

- At all times we try to speak to the children in a positive way.
- We speak about the behaviours that we want to encourage, rather than suggesting those which we do not.
- We draw attention to examples of good behaviour and children keeping to the rules, but minimise the attention given to children who show poor behaviour.
- We use "Do" expressions, rather than "Do not"



- We promote a calm atmosphere in school where all shouting is discouraged and where children move around in a quiet and orderly way (Westminster Walking).
- We use music to promote a calm mood.
- We start and finish each day and each session, where possible, with a positive/gratitude thought or comment.
- We celebrate achievement in good behaviour and communicate this to the children and parents/carers at every possible opportunity.
- Visual reminders, visual timetables, now and next approach

5. Rewarding Good Behaviour

- Dojos – awarded for good attitude and/or attainment
- Weekly Dojo assembly – Child with the most Dojos in each class, each week.
- Rewards for achieving milestones in numbers of Dojos (parents invited to celebration assemblies).
- Phone calls, postcards and texts sharing positive news to parents/carers
- Dojos, stickers, stamps, certificates and verbal praise are all used by staff to reward pupils for effort, behaviour, manners and achievements.
- Parents/carers have access to Dojo points through the app and so can see positive behaviour points and what they were awarded for.
- Friendship Friday (hot chocolate / milkshake) reward session with a member of the Senior Leadership Team for a chosen child from each class in recognition of upholding our school values.

6. Sanctions

The positive approaches adopted as a Trauma Informed school (above) are used in conjunction with staff having high expectations of behaviour within their Quality First Teaching and well established routines. They are also supported by having a clear and consistent approach to behaviour outcomes where there is an equity of provision focusing on children's individual needs. Appropriate sanctions have been, and always will be necessary. Children need boundaries to thrive and feel safe. It is how we apply these boundaries and sanctions which makes the difference. Sanctions follow any de-escalation work and would be accompanied with restorative discussions.

If a child misbehaves during school time the following procedure is followed, where appropriate:

Step 1

A **warning** is given making it clear what type of behaviour was unacceptable and referring to the school rule broken if possible. This will be communicated calmly and without irritation. In a non-confrontational manner.

If the behaviour is not repeated:

That is the end of the matter. When appropriate praise the child for amending their behaviour. Next session is a fresh start.

Step 2 COPY OF BEHAVIOUR LEVELS IN APPENDIX 2

If during the same school session the behaviour is repeated:

The behaviour steps agreement is followed dependent upon the level the behaviour displayed comes under. Level 1 and 2 behaviours are dealt with by the class team. Level 3 may involve SLT. Level 4 and 5 must involve SLT.

The steps should be used in discussion with the child regarding their behaviour. Individual highlighted copies may be used in discussion with parents/carers.

Behaviours are recorded on CPOMS where appropriate.

On return to the classroom from any sanction the child is expected to have used the time to calm down and be prepared to get on with their work.



Returning with the right attitude and an apology to the teacher is an indication that the child has understood that this signals a fresh start.

However the apology should not be demanded or sought publicly. A quiet, personal apology at an appropriate time is much more meaningful.

Please note: We are in the process of redeveloping what was previously launched as 'Zones of Regulation' within school. In this development, we aim to create areas within classroom / learning spaces where children have access to a designated reflection / 'calm down' space where there is a 'method' to help them to 'wrap words around their feelings'. The launch will include full staff training as it will depend on staff to initially model and prompt children how to talk about their feelings in this way. There also will be appropriate prompts and resources at this 'space' to help the children.

Additional Sanctions to support class teachers manage behaviour

- Loss of playtime - this can be done within the year group or escalated to Focus depending on the incident
- Loss of up to 15 minutes of a pupil's lunch break (Only a whole lunchtime if approved by a member of the Senior Leadership Team)
- After school detention – parents and carers must be given 24 hours notice unless agreed by both parties.
- Phone calls to parents and carers to discuss behaviour.
- Letters to parents and carers regarding a pupil's behaviour.
- Representing the school – if a pupil cannot follow school rules in class and around school serious consideration should be given to the appropriateness of that pupil representing school at another setting. A risk assessment may support such decisions.
- The Focus Room is calm and quiet and is a great place for children to calm down or visit to talk about a problem. This is always covered by a member of SLT

7. Monitoring

Class Teacher responsibilities

- Adaptive teaching to allow high quality learning for all children. Universal plus record for relevant pupils.
- Early intervention and involvement of parents/carers when a pattern or concern is highlighted.
- Reflection on class routines and action of staff.
- To seek advice, liaise with parents/carers and inform appropriate line managers of any concerns.
- Implementing rewards systems as appropriate to encourage desired behaviour
- Logging of relevant incidents on CPOMS, either by incident, daily or weekly report.
- Completion of Focus log and break / lunch detention log for any child on sanction.
- Completing in-class behaviour tracking charts, where appropriate (implemented after discussion with a member of SLT), to monitor trigger times/lessons.
- SLT behaviour tracking charts, where appropriate, to be completed and child taken to Focus for review with a member of SLT as agreed.

School Leadership Team

- Deal promptly with any behaviours classed as exceptional, recording the incident and outcome on CPOMS.
- The team will monitor CPOMS and Focus log books, tracking, and supporting class teams to apply the policy consistently and effectively.
- Support class teams analysing records for patterns and concerns from behaviour tracking



- charts.
- Monitor bullying, racist, homophobic, disablist and inappropriate behaviour / language. These are reported to the Local Governing Body.
- SLT meet weekly to discuss how best to support children whose behaviour is consistently challenging.
- Behaviour advocate weekly meeting with child / parent to discuss behaviours, patterns etc.

8. Exceptional circumstances

Examples of behaviours which would be classed as exceptional are:

- Serious actual or threatened violence against another pupil or a member of staff;
- Aggressive verbal abuse against another pupil or a member of staff;
- Bullying or racist incidents;
- Persistent disruptive behaviours;
- Theft or damage to school property;
- Sexual abuse or assault;
- Supplying an illegal drug or carrying an offensive weapon.
- Behaviours that cause concerns in line with PREVENT DUTY training.

If a serious incident happens:

- If the child is calm and there is no continued threat then advise them that this is a serious situation and that it will be passed onto a member of the School Leadership Team. Do not send the child but contact a member of the senior leadership team as soon as possible to allow time for review and consideration of appropriate sanction.
- If the child continues to pose a risk or cause actual harm, remove all staff and children to a safe place and immediately request additional support.

The police may be called if there is a serious injury caused or a continued threat to staff and pupils that cannot be managed by school.

Sanctions for exceptional circumstances:

- **Reflection time in school**
- **Partner school suspension**
- **Suspension**
- **Permanent exclusion**

Suspension and permanent exclusions are very serious sanctions that would only be considered if all other options had been exhausted or a particular incident could not be resolved in any other way. The Local Governing Body and Headteacher of Westminster Primary Academy take such decisions with great care and thought and actively seek to find alternative solutions. Local Authority/Academy procedures are followed at all times.

9. Team Teach – Physical Intervention Techniques

- Physical intervention will be used when pupils behave in an extreme way that puts themselves or others in danger; seriously disrupts a lesson or they are persistently defiant. In these situations, reasonable force may be used to manage a situation as outlined by The Education Act (1996).
- Except in an emergency situation planned physical intervention will be, wherever possible, carried out by staff trained in physical restraint techniques.
- All staff are authorised to use physical intervention in an emergency situation where a child is harming another child or themselves.



- In situations where a more considered action is needed to move a child to a safe place because of threatened harm or disruption to learning (when normal de-escalation techniques have been unsuccessful) then staff trained in Team Teach techniques will manage the situation.
- Handling techniques will be applied in situations where all other de-escalation strategies have failed.
- In the event of an incident involving physical intervention the parents/carers of the pupil will be informed and post-incident support outlined if necessary.

Please see our Physical Intervention Policy for further detail.

10. Additional needs for Social Emotional and Mental Health (SEMH)

We recognise that we may need to employ further strategies for children who have additional needs and whose behaviour cannot be improved or managed through section 6 of this policy. We follow procedures for special needs for these children, seeking support from additional agencies as appropriate.

Behaviours, strategies and actions for children who have an additional social and emotional need are discussed weekly by the Senior Leadership Team. Where needed these children are allocated a behaviour advocate who will lead on communication with parents and be the listening ear for the child. These children will have a Individual Self Regulation Plan, developed in consultation with the pupil, parent and other appropriate staff, which identifies pro-active, preventative and de-escalation strategies. Edukey targets may be developed for pupils with regard to additional needs for SEMH. These plans are shared with all staff working with the children.

Individual pupils may be referred to the Senior Leadership Team for consideration of the pupil accessing the school's Thrive facility. This is a learning space where children access the learning of their peers but at a more individual support level and where social and emotional needs can be better catered for, with children being slowly and positively re-integrated back into class.

Opportunities can also be provided for children to access learning breaks, Sensory Circuits and Nurture breaks in lesson or break times (see SEN policy)

11. Dealing with Racially Motivated Incidents

The MacPherson definition of a racist incident is:

'any incident which is perceived to be racist by the victim or any other person' and is a hostile or offensive action against individuals or groups (including travellers) because of their skin colour, ethnic origin, cultural, religious or linguistic background or lifestyle.

Racist bullying and incidents may take many forms such as physical assault, intimidation, verbal abuse, property damage, propaganda and incitement.

Examples of racist incidents include ;

- Refusal to cooperate with others on the grounds of their race, colour, ethnicity or that of their family
- Racist remarks or jokes
- Assault
- Promotion of racist material
- Racist graffiti
- Name calling

The way in which a racially motivated incident is dealt with will depend on a range of factors including the seriousness of the incident, the age and understanding of the children involved and the context. The school's behaviour policy sanctions will be applied to the situation as appropriate involving discussion with the pupil's parent or carer.



It is important that all incidents are dealt with quickly, sensitively and consistently. This will include;

- Supporting the victim
- Explain to those responsible and any onlookers what is unacceptable about the incident;
- Plan action for the bully and the victim
- Contact parents/carers of those involved
- Record the incident and action taken on CPOMS
- Complete school Racist Incident file procedure
- Inform Governors termly
- Report the incident to the Local Authority(LA) using the racist incident monitoring form located in the SLT office

Incidents are monitored and recorded listing perpetrators and victims; each individual having a separate sheet to allow monitoring of repeated incidents

12. Bullying and Child on Child Abuse

CHILD ON CHILD ABUSE

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- (KCSIE 2023)

We believe that bullying of any kind is unacceptable at our school. It is everyone's responsibility to ensure bullying isn't happening which includes all Pupils, Staff, Parents/Carers and Governors. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

There are a number of definitions of bullying but all definitions include the following characteristics:

- that it tends to be repetitive or prolonged
- that it involves an imbalance of power

The main types of bullying are:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing



Children have described bullying as:

- Being called names
- Being teased
- Being pushed or pulled about
- Having your bag and belongings thrown around
- Having rumours spread about you
- Being ignored and left out
- Being forced to hand over money
- Being attacked in any way because of a protected characteristic. * see Appendix 5 for definition.
-

The important thing is not the action but the effect on the victim. No one should ever underestimate the fear that a bullied child feels.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Taking action

1. Complete an incident log on CPOMS tagging the type of bullying, with the person reporting the bullying. (This should be done by the member of staff in whom the victim has confided or jointly with the parent and pupil if reported in this way.) Offer support to the victim.
2. Alert the incident to:
 - i. the victim's class teacher;
 - ii. the class teacher(s) of the alleged perpetrator;
3. The class teacher of the victim will investigate the report of bullying, working with other staff as appropriate;
4. Report outcomes of investigation to parents/carers of the victim and the perpetrator
5. Complete Bullying Incident File procedure
6. A follow up will take place with victim after a couple of weeks and parents/carers contacted and updated

Possible outcomes

The perpetrator(s) will always be asked to apologise.

The parents or guardians of the victim and perpetrator(s) will be involved whenever possible.

In serious cases fixed term suspension will be considered.

Whenever possible, the pupils will be reconciled.

After the incident(s) have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

Preventing bullying at Westminster Primary Academy

At Westminster Primary Academy we adopt a proactive approach to bullying. Through assemblies, the school rules, and recognising and modelling positive behaviour we are committed to ensuring that the school community works together to create a happy, safe, caring and stimulating learning environment. We continually reinforce the importance of treating others well rather than simply reacting to incidents when they occur. We raise awareness of bullying through the school curriculum, particularly PSHE, and ensure children have the opportunity to talk about bullying through circle time. Each Y3-6 class has an Anti Bullying Ambassador, several who are trained in the Diana Awards scheme, each class from Y1-6



has a 'Happiness Hero' giving all children access to a listening ear within their peer group. Westminster Primary Academy has an accredited Anti Bullying Charter Mark Silver award. All pupils and parents/carer are given the opportunity to complete a survey each year which includes questions on anti bullying and if children feel safe in school.

All incidents of bullying will be recorded and reported to Governors.

Incidents are monitored and recorded listing perpetrators and victims; each individual having a separate sheet to allow monitoring of repeated incidents

See appendix 3 for guidance for children, staff and parents/carers on how to deal with bullying



Appendix 1 - Home School Agreement (section 2) (3 pages)

Westminster Primary Academy

Home / school agreement

The staff of Westminster Primary Academy agree to:

- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum, meeting children's individual needs.
- Provide a safe and happy environment where all children are valued, respected and listened to.
- To achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility.
- To teach your child about our school values , to be ready, respectful and responsible.
- Teach your child to develop a positive tolerant attitude to others, regardless of age, disability, gender reassignment, race, religion or belief, sex, marriage or civil partnership.
- Promote high standards and high expectations of effort and attainment to ensure your child achieves their potential.
- Keep you informed about your child's progress and behaviour, as well as their termly curriculum.
- Deal with parental concerns promptly and inform them of how they have been resolved.
- Provide regular homework opportunities which are realistic, achievable and related to work in school.
- Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.
- Promote good attendance and punctuality.
- Keep parents well informed about school life and special events through regular communication and via the school website, letters and class dojo.

Signed on behalf of the staff:

.....

Mrs Beth Latham, Headteacher



The Responsibilities of the Parents/Carers

For the time my child is at Westminster Primary Academy I agree to

- Accept the school's aims, policies and procedures, positively supporting the school.
- Ensure my child wears the correct school uniform and follows the school dress code.
- Ensure that my child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
- Notify the school by email or telephone in the event of absence.
- Support the school's policies and guidelines on learning, behaviour, attendance and uniform.
- To support the academy values - to be ready, respectful and responsible
- Attend parent/teacher meetings to discuss my child's progress.
- Support my child with homework that is set, including reading regularly, ensuring that this is completed on time according to school arrangements.
- Keep the school informed of any changes in circumstances (i.e. address, phone number, emergency contacts etc.)
- Promptly inform the school of any concerns or problems that may affect my child's learning, behaviour or happiness at school.
- Support school in the teaching of safe and secure internet use at home.
- Respect all members of the school community, abiding by the policy of zero tolerance towards rude and aggressive behaviour.
- Regularly read information on the website and school communication via Class Dojo so that I am kept-up-to-date with important details of relevant policies, meetings, events and information about my child.

Signed (parent)

Printed Name.....

Date.....



The Responsibility of the Child

For the time I am at Westminster Primary Academy I agree to:

- To be responsible for my school and home learning, completing all tasks as well as I can, asking questions when I do not understand.
- Show that I am willing to work to the best of my ability.
- Be respectful towards others and behave in a safe and responsible way.
- To accept responsibility for the things that I do and to reflect on my behaviour and learning and learn from all experiences.
- To come to school on time, prepared for the day and wearing the correct school uniform.
- Use the internet safely as I have been taught in class.
- To talk to a grown-up if I have a problem.
- To demonstrate the schools values - to be ready, respectful and responsible
- To take good care of the building, equipment and school grounds.
- Follow class responsibilities and be ready for learning.

Signed (child) Printed Name.....

Date.....

Signed pupil:

Date:

Appendix 2, section 6 - Behaviour Policy Steps



Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Play fighting • Calling out • Wandering around the classroom • Silly noises • Feet on table / chairs • Rocking on Chair • Unsafe behaviour 	<ul style="list-style-type: none"> • Student in NO GO areas • Refusal to work • Winding other YP up • Disruption of T + L • Name calling • Ignoring instructions • Soft physical contact • Swearing (frustration) • Disrespectful phrases • Damage to classroom property • Refusal to accept consequences • Using ICT incorrectly • Continuation of level 1 behaviour (x3) 	<ul style="list-style-type: none"> • Inappropriate use of ICT • Throwing objects at somebody • Refusal to return to the classroom • Spitting • Inciting others to misbehave • Manipulating staff • Inappropriate conversations • Graffiti • Stealing • Threatening behaviour • Swearing (inc rude gestures) at YP • Swearing (inc rude gestures) Staff • Deliberate physical contact • Continuation of level 2 behaviour. 	<ul style="list-style-type: none"> • Reckless / wilful damage to property • Complete non compliance • Aggressive verbal abuse to staff/YP • Bullying • Walking out of premises • Inappropriate behaviour or comments (inc. ICT) • Fighting or Deliberate harm • Racist or homophobic verbal abuse • Throwing dangerous objects • Spitting at staff/YP • Verbal or high risk behaviour • Repeated incidents over a period of time 	<ul style="list-style-type: none"> • Bringing dangerous object/ potential weapon into school • Serious physical assault to staff or pupil • Bringing / supplying drugs on the premises
<ul style="list-style-type: none"> • Non Verbal Warning • Verbal Warning • Name on board • Tactical positioning • Thinking time • Remind them of choices 	<ul style="list-style-type: none"> • 1:1 time with adult in class • Cool down / withdrawal • Walk/talk outside • DT break (part or all) • DT lunch (part or all) 	<ul style="list-style-type: none"> • Isolation • Physical intervention • DT all break. • DT all lunch (KS1 flexible) • SLT intervention • Phone call home 	<ul style="list-style-type: none"> • Meeting with parents • Fixed Term Exclusion • Alternative provision • SLT phone call home 	<ul style="list-style-type: none"> • PCSO/Police involvement • Permanent exclusion
Warning	Warning Break DT	Lunch DT FOCUS	Graduated Response i.e. behaviour chart	

Appendix 3, section 12
Guidance on how to deal with bullying

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving

Dealing with Bullying - *Guidance for children:*

If someone you know is being bullied:

- Don't rush over and take the bully on – you don't want other people to think you are a bully!
- Let a teacher or adult know what is happening



- Try to be a friend to the person being bullied
- Refuse to join in
- **Ask for help**

If you are being bullied;

- Always remember if you are being bullied you **can** do something about it
 - Remember it is not your fault
 - Practise what you want to say
 - Write down what is happening
 - Don't give up
 - Ask your parents/carers to visit the school
 - Talk over what to do with a friend, a teacher, mum, dad, guardian, or someone you trust
 - Remember, at Westminster we listen carefully to children when they tell us they are being bullied
 - Take control, tell us your views and opinions
- **TELL, TELL, TELL!**

Dealing with Bullying - Guidance for Staff

At Westminster Primary Academy we believe that Bullying is unacceptable. All such incidents are dealt with appropriately by staff and in line with the sanctions outlined in section 6 in the first instance and repeated or serious case involving continued physical and verbal abuse the exceptional circumstances (section 8) should be followed.

All staff need to be alert to bullying both inside and outside the classroom. It is the responsibility of everyone to report acts of bullying as soon as they arise. This is a telling school.

*To be seen to act is as important as taking action.
Silence and secrecy nurture bullying.*

If you come across bullying what should you do?

- Ensure the victim is safe and being cared for
- Take the incident seriously
- Take action as quickly as possible
- Reassure the victim, don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the person that you disapprove.
- Encourage the person to see the victim's point of view.

Dealing with Bullying - Guidance for parents and carers and other members of the community:

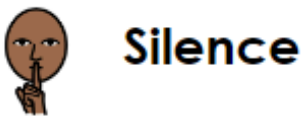
If you suspect that bullying may be happening that involves pupils from Westminster Primary Academy please take the following action:

- Encourage the victim to tell a parent, guardian or teacher;
- Report it to a member of school staff;
- If appropriate let the parents/ carers of the victim and/or perpetrator know

Appendix 4 -



Westminster Walking:



At Westminster we do:



Good Sitting



Good Listening



Good Looking

We are:



Good Friends



