



'Rising to the challenge, striving for excellence'

Weald Rise Primary **School**

BEHAVIOUR POLICY

Approved by Governing Body on: October 2018

Signed by Chair of Governors: _____

Review Date: October 2021

Aims:

At Weald Rise Primary School we aim to create a welcoming, caring and safe environment where all relationships are based on kindness and respect. Our school staff have very high expectations and believe that outstanding behaviour provides the foundation of a positive learning environment and contributes significantly to children's happiness and well-being.

We recognise that children come to school from a wide range of backgrounds and social circumstances. We are committed to treating each child as an individual whilst making every effort to maintain a consistent approach to behaviour management across the school.

Children are expected to show respect for their peers, adults, and school property. We work hard to promote good manners and encourage children to show a caring attitude towards others and to be responsible members of the school community.

At Weald Rise Primary School, the UNICEF Rights Respecting School Award is at the heart of all of our values. Year 5 and Year 6 'Ambassadors' model these values and take a lead role in school. We believe that the following articles are particularly important:

Article 3:

All organisations concerned with children should work towards what is best for the child.

Article 12:

Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Article 15:

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 28: All children have the right to a primary education, which should be free.

Article 29: Education should develop each child's talents and personality to the full.

Expected standards of behaviour

Children are expected to show consideration for others at all times and to adopt a polite manner both towards their peers and towards adults. Every child should be able to work without undue distraction from other children and to live as a member of the school community without fear of mental or physical acts of bullying by other children.

Children are expected to enter and leave their classroom in an orderly manner. When moving around the school, children will be supervised by their class teacher and teachers are expected to have sight of all children when moving from one room to another. Running inside the school building is dangerous and therefore inappropriate.

At Weald Rise Primary School, we believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. All members of the school community have an important role to play in setting a good example to the children. Everybody is expected to model the Weald Rise Primary School values and use 'Rights Respecting' language whenever possible.

Positive behaviour is most likely to be achieved when:

- there are clear expectations of appropriate standards of behaviour in class and around school (including on the playground and before and after school)
- staff consistently reward positive behaviour and support the understanding of consequences
- staff emphasise and model positive behaviour choices and their impact on the well-being of others and the quality of learning
- relationships in school are stable and positive
- there is mutual respect between children and peers and between children and adults
- positive steps are taken to raise the self-esteem of the children.

At break times and lunchtimes children should conduct themselves in a manner which shows consideration for others. Games or activities which are likely to lead to injury or damage to property are inappropriate and should be discouraged. Aggressive behaviour or the use of foul language is unacceptable and children engaging in such behaviour should be referred to a member of the Senior Leadership Team. Swearing will not be tolerated in school.

In each classroom, there should be the Weald Rise Golden Rules displayed:

- Be kind and helpful
- Always be considerate
- Look after property
- Listen to people and show respect
- Work hard
- Be honest

There should be a Class Charter that has been devised collaboratively (with the children) to support the Weald Rise Primary School values and the 'Rights Respecting'

ethos. Teachers need to consider their own classroom management and routines and share these clearly with children.

The Role of the Adults in School

All adults have an important role to play in setting a good example to the children and in expecting high standards of behaviour. Adults should make every effort to create and sustain a positive, supportive and secure learning environment. Each child is encouraged to do their very best and to develop positive attitudes towards schoolwork. Children are likely to behave well when lessons are well prepared, stimulating and the activities are differentiated to ensure a good match between content and ability. Good practice will include:

- Well prepared lessons
- Matching content and activities to differing levels of ability
- Ensuring an attractive and tidy classroom environment with stimulating displays
- Greeting children on their arrival to the classroom
- Marking work promptly and providing 'next steps' feedback

Positive Behaviour Strategies - Rewards

A stimulating and engaging learning experience is key to positive behaviour in the classroom. Children respond well to praise, encouragement and feedback. The following rewards are considered good practice in the school:

- Praise – verbal and written
- House points
- Reward stickers / Star charts
- Dojos (Online behaviour management system)
- Positions of responsibility given to the children
- Opportunities to share learning with other staff or children, for example in Stars of the Week Assembly or sending children to a senior leader to celebrate good work
- Awards and certificates in *Stars of the Week Assemblies*
- Communication with parents through conversations or notes home

Dealing with Inappropriate Behaviour

In most cases where a child behaves inappropriately, it will be sufficient for a member of staff to speak to the child and resolve the matter by reminding what is expected or by a gentle verbal warning.

When dealing with incidents of inappropriate behaviour, adults should:

- Adopt a calm and quiet manner- never shout, use sarcasm or humiliation (**Article 12**)
- Be mindful of duty of care and never leave pupils outside the class as a sanction.
- Listen to and observe words and body language (**Article 13**)
- Listen to reasons and arguments
- Discuss issues raised and reasons given
- Be positive and solutions-focused, presenting positive alternatives when necessary
- Encourage children to take responsibility for their actions and discuss causes and effects
- Always be mindful of the value of the self-esteem of all parties involved

At Weald Rise Primary School, it is not acceptable for adults to reprimand a child by shouting at them

Adults in school should keep written records of significant incidents and inappropriate behaviour using our **Behaviour Incident Form (Appendix 1)**. These records should clearly identify what has happened, who was involved and where/when the incident occurred. Follow up actions should be clear. A copy of the incident report should be given to a member of the Senior Leadership Team (who must sign it) and it will be retained in the Personal Development Behaviour and Welfare file.

When there has been an incident of poor behaviour (such as an act of aggression or the use of foul language) it may be appropriate for a child to complete the **Pupil Reflection Sheet** sheet (**Appendix 2**). **Pupil Reflection** sheets enable children to offer their version of events and encourage children to reflect on incidents in a positive way.

Consequences for inappropriate behaviour / sanctions

Sanctions should be used in proportion to the offence or distress caused. Wherever possible the sanction should contribute to putting right the wrong that has been done.

It may be appropriate in cases of repeated misbehaviour to draw up a behaviour chart involving the school, parents and the child. This would be viewed as a positive approach to bring about a change in undesirable actions and to promote good behaviour (See **Appendix 3** for an example).

Incidents of inappropriate behaviour should always be addressed promptly. When dealing with issues, staff should always take account of factors including the age of the child and whether or not there is a pattern of this behaviour (occurring previously).

Whilst it is not always possible to prescribe a sanction for specific actions (and all incidents will be addressed on an individual basis with the Headteacher's discretion

and in line with other school policies) the table below provides a guide for managing inappropriate behaviour in school. This is not to be used as an exhaustive checklist as incidents will inevitably vary in context and severity.

Weald Rise Primary School
A guide to behaviour incidents and possible sanctions

	Behaviour Incident	Adults	Sanctions (could include):
Stage 1	<input type="checkbox"/> Disrupting learning <input type="checkbox"/> Failing to follow adults' instructions <input type="checkbox"/> Name calling <input type="checkbox"/> Rough play	Class Teacher , Lunchtime Supervisors, Support Assistants	<input type="checkbox"/> Verbal warning <input type="checkbox"/> Change of seating positions in the classroom <input type="checkbox"/> Child to be kept in at break-time or lunch time – engaging in school duties. <input type="checkbox"/> Setting of additional tasks (for example writing up the class charter or an apology letter)
Stage 2	Repeated incidents of any of the above	Class Teacher / Phase Leader and Parents / Carers	<input type="checkbox"/> 10 minute reflection time in class. If warranted... <input type="checkbox"/> 15 minutes of reflection time in the Phase Leader's class/ parallel class where work will continue as well as the pupil reflection form completed.
Stage 3	<input type="checkbox"/> Being disrespectful to an adult <input type="checkbox"/> Foul and abusive language (swearing) <input type="checkbox"/> Stealing <input type="checkbox"/> Physical threat or abuse / intentionally hurting another child	Head Teacher, Senior Leader, Class Teacher, Parents / Carers	<input type="checkbox"/> Senior Leader meets with parents <input type="checkbox"/> Behaviour Plan or target sheet <input type="checkbox"/> Removal of child from classroom to work in another classroom (with an experienced member of staff) <input type="checkbox"/> Internal exclusion
Stage 4	<input type="checkbox"/> Racist and homophobic abuse <input type="checkbox"/> Bullying (including cyber bullying) <input type="checkbox"/> Physical or verbal abuse of an adult in school <input type="checkbox"/> Irreparable damage to property	Head Teacher, Parents & Carers, School Governors, Local Authority	<input type="checkbox"/> Referral to external agency e.g: Pupil Referral Unit <input type="checkbox"/> Internal Exclusion <input type="checkbox"/> Fixed Term Exclusion (3 incidents) <input type="checkbox"/> Permanent Exclusion – can take place immediately following a serious protocol following consultation with the Chair of Governors and the Local Authority.

In cases of serious misbehaviour the child may be referred directly to the Headteacher. The following sanctions are available to the Headteacher following a referral for serious misbehaviour:

- Referral to external agency eg: Pupil Referral (Behaviour Support) Unit
- Internal Exclusion
- Fixed-Term Exclusion (in consultation with Chair of Governors/Local Authority)
- Permanent Exclusion (in consultation with Chair of Governors/Local Authority)

Bullying

The school has a comprehensive Anti-Bullying Policy and this is available to parents from the school office and on the school website. Bullying of any kind is not tolerated and will be treated very seriously. The school encourages caring attitudes and makes clear that bullying is unacceptable. This is done through a planned programme of personal, social and health education, through school and class assemblies and through the recognition of cyberbullying in Computing. All staff including Welfare Assistants and Midday Supervisors regularly review any incidents of behaviour which give cause for concern about bullying and all reported incidents are followed up immediately.

Racist and Homophobic Incidents

At Weald Rise Primary School we believe that all children and adults should show consideration for others regardless of race, religion, gender and sexual orientation. We aim to create an environment in which individual differences are valued and respected. It is the duty of the school to investigate any incidents of racist or homophobic behaviour and to take steps to prevent future incidents from occurring. The school records incidents which are perceived to be racist or homophobic and reports them to the Local Authority according to current regulations.

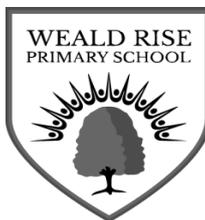
Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. Words like "queer" and "poof" and "lezzie" "gay" and "lesbian" are deemed as derogatory and distinguish homophobic bullying from other forms of bullying. Both boys and girls may be subjected to homophobic abuse.

We do not accept children using any form of homophobic language. The first incident of racist or homophobic behaviour will be followed up by the Assistant Headteachers with a letter and/or meeting with parents. Any subsequent incidents may involve the Deputy or Headteacher, with a meeting with the teacher, parents and Chair of Governors and may result in a fixed-term or permanent exclusion.

Monitoring

Each class teacher is responsible for standards of behaviour in their class. The Senior Leadership Team will monitor the standards of behaviour across the school and will report to Governors termly.

Appendix 1



Behaviour Incidents Form

Date, Time and place of incident:

The incident is:

Stage 3

or

Stage 4

Name and class of child:

Name of member of staff:

Reason for Stage 3 or 4 (Please use wording direct from the Behaviour Stages. Write two or three sentences to explain the incident or action)

Referred to SLT (Name)

Action Taken:

Date and signed:

Appendix 2



Article 12: Children have the right to say what they think should happen and be listened to.

Full Name:

Class:

Date:

Value of the month _____

What Golden Rule or Classroom Rule did I break?

Details of what I did

What effect did my behaviour have on my learning and /or on others' learning?

What will I do next time to improve my behaviour?

Signature of Child:

Signature of Teacher:

Article 36: Children have the right to be protected from doing things that could harm them.

Article 28: Children have a right to learn and go to school. Article 29: Children have the right to become the best that they can be.

Article 19: Children have a right to not be harmed, looked after and be kept safe. Article 31: Children have the right to relax and play.

Appendix 3

BEHAVIOUR REPORT

	Monday	Tuesday	Wednesday	Thursday	Friday
Learning time 1					
Break					
Learning time 2					
Lunch					
Learning time 3					
Any other comments					