

# Worplesdon Primary School



## Behaviour Policy Written statement of Behaviour Principles

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# Worplesdon Primary School – Behaviour Policy

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## 1 Introduction

Worplesdon Primary School believes that encouraging a high standard of behaviour is essential for all members of the school to thrive as individuals. The school aims to develop children’s self-esteem, respect for others and self-discipline.

The overriding ethos is: “treat others as you would like to be treated yourself”

Worplesdon places great importance on positive reinforcement of behaviour through praise. The school aims to build children’s confidence and self-esteem through encouragement, incentives and rewards, both verbal and written.

Positive and constructive comments are written at the end of children’s work to recognise effort, improvement and achievement. Rewards are awarded for effort, excellent work, helpfulness, kindness to others, positive attitude and willingness to help and support others.

At Worplesdon we give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them using the following four curriculum drivers at the core:

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy

## 2 Aims of the Policy

The aims of the policy are to:

- Develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- Enable children to develop a sense of self-worth and a respect and tolerance for others;
- Produce an environment in which children feel safe, secure and respected.

These will be achieved by:

- Providing a consistent approach to behaviour management;
- Defining what we consider to be unacceptable behaviour, including bullying;
- Outlining how pupils are expected to behave;
- Summarising the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outlining our system of rewards and sanctions (behaviour ladder, housepoints).

### 3 Objectives

#### 3.1 Children to Show:

- Self-confidence;
- Self-control;
- Respect and tolerance for others;
- Pride in their achievements;
- An interest in their activities;
- Empathy with other's feelings.

#### 3.2 Children to Develop:

- Responsibility for their learning and their environment;
- An understanding of the need for rules;
- Non-racist or non-sexist attitudes;
- An independence of mind and self-esteem;
- A respect and tolerance for other's way of life and different opinions;
- An ability to persist at tasks;
- A sense of fairness;
- The ability to accept fair criticism;
- An appropriate and assertive reaction to bullying and abuse.

Every child is responsible for being a member of the Worplesdon team:

- Talk and act positively;
- Embrace and follow instructions;
- Act kindly, keeping hands and feet to yourself;
- **M**ake yourself the best you can be.

### 4 Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 5 Implementation

Staff and children will adhere to the guidance on the Behaviour Ladder (Appendix 2) both in the classroom and on the playground. There will be regular reminders of each step within the Behaviour Ladder through assembly time and Learning for Life lessons.

### 5.1 Staff

Staff will:

- Treat all children equally, irrespective of gender, race or religion;
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies;
- Deal sensitively with children in distress, listen to them and deal with any incident appropriately;
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently;
- Record any incident of racial harassment and alert the Head Teacher and other staff;
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties;
- Have a responsibility to model the type of behaviour felt to be acceptable.

### 5.2 Children

Children should:

- Treat others as they would like to be treated i.e. fairly and with tolerance and respect for other's views and rights;
- Accept responsibility for their own choices and actions;
- Be given opportunities to show responsibility by taking turns to do appropriate jobs.

### 5.3 Recognition

- Children's achievements, academic or otherwise, will be recognised;
- Rewards will be accessible for all children;
- Examples of children's work and achievements will be displayed in the classrooms and around the school.
- Assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community.

## 6 Rewarding Good Behaviour

Rewards for good behaviour include:

- Praise from staff;
- Individual rewards which contribute to house rewards to develop a sense of community;
- Responsibilities given;
- Extra play time or an appropriate activity of the class' choosing with the completion of class wide rewards;
- Showing work in class at the end of the week;
- Quality time in the classroom when good work and good behaviour are acknowledged;
- Showing good work to Head Teacher or Deputy;
- Use of stickers -staff can customise these awards to encourage/ reward specific class needs;
- Informing parents through merit certificates, reports and parent consultations.

## 7 House Point System

The focus of positive encouragement for the children's attitudes and behaviour in school is the House Point System which individually rewards children for effort, attitudes and attainments. These also contribute to the House Point system so they feel a sense of community and commitment. Every half term, the house(s) with most awards is rewarded with a mufti day.

## 8 Unacceptable Behaviour

### 8.1 Examples

Unacceptable behaviour may include:

- Disobedience to a reasonable instruction;
- Damaging property;
- Racist comments;
- Biting, kicking, hitting and spitting;
- Answering back, rudeness or aggression to adults;
- Forming gangs and bullying;
- Foul language and swearing;
- Stealing;
- Making unkind remarks;
- Disrespect for adults and others.

## 9 Sanctions

When a child's behaviour falls below an acceptable standard a range of sanctions may be used to address this. In accordance to the behaviour ladder, sanctions may include, a fixed time away from their peers, a fixed time away from their class and in more serious cases time spent with the head teacher or deputy head teacher.

In most circumstances a firm reprimand and reminder from a member of staff is expected to be sufficient to correct most behaviour. However, if this fails to correct the behaviour of a child the following sanctions may be adopted:

### 9.1 In the Classroom

No child will be allowed to disrupt the education of other children in their class.

Following the steps in the behaviour ladder a child may:

- be asked to move away from their peer group;
- be asked to remove themselves from the classroom and speak to a Senior Leader;
- complete a period of reflection during playtimes to consider actions and how to improve these in future

### 9.2 In the Playground

Following the steps on the behaviour ladder a child may:

- be removed from the playground for a cooling off /period of reflection;
- be asked to spend time with a Senior Leader;
- in more serious cases, spend time with the Head Teacher or Deputy Head Teacher

### 10 Sanction Failure

If sanctions do not lead to better behaviour, in no particular order, the following may be considered:

- Exclusion from a favourite activity - this needs to be immediate, and can only be used occasionally. It will be considered whether it is educationally sound to deprive children of particular lessons. (They cannot learn to behave in these lessons if they are frequently removed from them.)
- Exclusion from the right to represent the school. This sanction should be used rarely.
- The establishment of a behaviour record or home-school report book.
- A verbal disciplining from senior member of staff - Head Teacher or Deputy.
- A requirement for a written apology;
- A regular report given to the Head Teacher;
- A letter / telephone call to a parent from the class teacher, Deputy or Head Teacher;
- A meeting with parents;
- Other sanctions following a meeting between parents, class teacher and Head Teacher;
- Exclusion from school ( in line with LEA guidelines).

### 11 Racial Remarks

- A pupil is reprimanded, the Head Teacher is informed and a record of the incident kept. Extra lessons will be given as appropriate;
- For a repeat offence, a record is kept and parents will be informed;
- In persistent cases, parents may be asked to discuss the matter with the Head Teacher or a School Governor in line with the school's equal opportunities policy.

### 12 Bullying

Please refer to the separate Anti-Bullying Policy.

### 13 Role of Parents

The school recognises that parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on the full support of parents in dealing with their child's behaviour.

We expect parents:

- To keep us informed of behaviour difficulties they may be experiencing at home;
- To inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, change of family circumstances;
- To inform us about their child's ill health and any absences connected with it;
- To work in partnership with the school to ensure consistency of approach to the child's behaviour.

To support parents the school endeavours to keep good home/school liaison by:

- Promoting a welcoming environment and ethos within the school;
- Giving parents regular constructive and positive comments on their child's work and behaviour;
- Communicating regular information about school events, achievements and issues of concern;
- Encouraging parents to come into school on occasions other than parent's evenings;
- Keeping parents informed of school activities by letter, newsletter, web site etc.
- Involving parents at an early stage in any disciplinary problems.

## 14 Care of School Premises and Site

The school will:

- Display children's work to a high standard;
- The building will be kept clean and tidy;
- The grounds will be kept free of litter;
- Toilets, clean tidy and flushed.
- Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

## 15 Outside Agencies

The school when appropriate will liaise fully with outside agencies such as the police, Education Welfare, Behaviour Support, Social Services, Health Services, Educational Psychologist, CAHMS.

## Appendix 1:

### Written statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The school follow the Surrey CC exclusions policy which explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. A pupil must only be excluded on disciplinary grounds.

#### **Reasons to exclude include;**

- Violent and dangerous behaviour
- Behaviour that is harmful to themselves or others
- A breach of the Behaviour Policy (Step 6 of the Behaviour Ladder) for pupils.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the School Council every two years.

## Appendix 2: Behaviour Ladder

Step of behaviour/ types of behaviour	Dealt with by	Type of consequence
<u>Step 1</u> Talking and being distracted Distracting other children (e.g. talking about content unrelated to the lesson) Talking inappropriately to others (e.g. calling names, unkind words, using a negative tone) Ignoring instructions (e.g. running inside) Wasting learning time (e.g. hanging out in the toilets)	Class Teacher  Midday supervisor at lunchtime	Warning
<u>Step 2</u> Continuing with the above behaviours Talking and being distracted Distracting other children Talking inappropriately to others	Class Teacher  Midday supervisor at lunchtime	5 minutes away from the group (with a timer) in classroom
<u>Step 3</u> Continuing with the above behaviours  Inappropriate behaviour such as pushing, elbowing, littering, breaking resources	Class Teacher  Midday supervisor at lunchtime	Rest of session away from group within classroom
<u>Step 4</u> Repeated incidents of the above behaviours.  Swearing  Suggested bullying/ name calling	Class teacher/ Phase leader  Senior Midday supervisor / phase leader at lunchtime	Withdrawal * to the phase leader or senior leader to reflect followed by lunchtime catch up **  *Withdrawal - 5 minutes for reception; 10 minutes for KS1 15 minutes for KS2 **Catch up time - 5 minutes for reception (within classroom); 10 minutes for KS1 (within classroom);; 15 minutes for KS2 (with SLT member in his / her classroom)  Class teacher to inform parents.
<u>Step 5</u> Continued previous behaviours despite intervention  Fighting  Bullying  Theft	Deputy head teacher	Withdrawal for remainder of morning or afternoon, SLT informed and parents informed by class teacher.  Internal fixed term exclusion if behaviour is impacting the well being of other children.
<u>Step 6</u> Aggressive behaviour  Racism or discrimination  Extreme swearing  Any issues involving media such as Facebook, mobile phones and Youtube  Threats made against staff  Using racist, anti-disability or homophobic language with understanding	Head teacher	Withdrawal for remainder of morning or afternoon, SLT informed and parents informed by head teacher  Time off the playground  Internal fixed term exclusion for a period of time.  Fixed term exclusion for a period of time.

Appendix 3: Rules and Rewards



# Rules



**Every child is responsible for being a member of the Worplesdon team:**

Talk and act positively

Embrace and follow instructions

Act kindly, keeping hands and feet to yourself

Make yourself the best you can be



# Rewards



**Our school strategy for recognising effort and excellence includes:**

- Class-wide rewards (ten to achieve small reward swiftly), at least once per day
- Verbal and written feedback
- Positive conversations with home
- Positive postcards home
- Certificates and stickers
- Head teacher recognition