



BEHAVIOUR POLICY

*Like the phoenix we
Rise to our challenges
Strengthen our Learning and
Shine in our community*

At Wembley Primary School we have the right to:

Article 28 and 29: Education

Article 19: Be Safe

Reviewed	Approved by	Date of next review
April 2024	Governors	March 2026
Completed by: Simon Barr (Deputy Head)		

Written Statement of Behaviour Principles

- Every pupil understands that they have the right to feel safe, valued and respected and learn free from the disruption of others
- All pupils, staff, governors and visitors are free from any form of discrimination
- Staff, governors and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and de-escalation techniques are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff and is accessible for parents
- The exclusions section explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are kept informed of behaviour incidents to foster good relationships between the school and pupils' home life

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

This document links to the following policy:

- Anti-racism policy
- Positive handling policies
- SEN information report
- Equalities policy

Rationale

At Wembley Primary we recognise the importance of a positive approach to the behaviour of children in school.

The purpose of this policy is to give a clear code of conduct for the use of all at Wembley Primary School, adults and children. It reflects and values the principles that we consider to be important at our school.

The policy should not be seen as something static, but must be responsive to changes within the school. The evaluation of this policy is ongoing and programmed for regular review by the children, staff and the Governing Body.

Aims and Values

Our school aims to provide a happy and secure environment for all those who work in, or visit, it. As well as the school's aims stated in the prospectus and prefacing curriculum policies, we believe that it is important:

- a. for the happiness and smooth running of our school, that we foster positive caring attitudes to one another and the environment.
- b. to acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed.
- c. to support each member who needs help and encouragement, in particular nurturing the self-esteem of all.
- d. to listen with care to the views and opinions of one another and value them.
- e. that we respond in a polite thoughtful manner to one another.
- f. that we each fulfil our responsibilities whether as pupil, teacher or volunteer – with regard to:
 - I. Punctuality
 - II. Completing tasks to the best of our ability
 - III. Taking responsibility for our buildings and equipment
 - IV. Cooperation with other school members

We believe that emphasising positive behaviour in school tends to marginalise 'bad' behaviour and decreases the number of misdemeanours. A well-managed, orderly environment in school will encourage children to react in a positive caring way. Staff should ensure that all school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We value the importance of good behaviour for learning, which is included through teaching all aspects of the curriculum and school life.

Our School Behaviour Charter-

Each class is responsible for creating a 'Class Charter' which correspond to the school behaviour policy and The UNICEF Rights of the Child. These will need to be reviewed annually in September to maintain their relevance and ownership. *(Based on the Rights Respecting Schools (RRS), Establishment Phase work on class charters and the relationships section from the Jigsaw Personal Social Emotional Development (PSED) materials and 1Decision)*

We have a right to safe and responsibility to be gentle and honest
 We have a right to a good education and responsibility to work hard and look after property
 We have a right to give our opinions and responsibility to respect and include others
 We have a right to rest and play and responsibility to listen others
 We have a right to rest and play and responsibility to respect and include others

As a school we use 'Going for Green' to support positive behaviour and our Behaviour Policy:
See Appendix 1

Encouraging exemplary behaviour for learning in school

We must all be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

The ethos or climate of the school as a whole is central to establishing and maintain high standards of behaviour. The HMI report 'Good behaviour and discipline in school' emphasises the part played in this by the example set by teachers and other adults

Where teachers are seen by pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to cooperate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves....where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour they are more likely to obtain them (Paragraph 53)

Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards:

Praise: as a general rule, adults should try to give about twice as much praise as censure. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. The question we should ask ourselves should be: does our praise identify the nature of the good behaviour, and reward the pupil for his/her achievement? The idea of what is appropriate school behaviour is not automatically learned, and we must help to show children what is the right way to behave.

All adults in school need to;

- See the pupils as individuals.
- Teachers need to know their children's names, their personalities and interests and who their friends are, thus forming positive relationships with pupils
EEF Guidance Report on Improving Behaviour in School 2021
A key theme from these recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.
- be aware of, and control their own behaviour, including stance and tone of voice
- model the standards of courtesy that they expect from pupils

Rewards: the use of a range of rewards for children is also effective. Among those used at present are:

- Comments or 'head/deputy head' stickers in children's work
- Postcards home
- Leaves on the School Values tree based on specific values
- Certificates for remaining on green for a term
- Public praise, in front of peers/parents and carers
- Reward certificates or stickers for particular achievements (adults can respond to children wearing stickers, as an opportunity for extra praise).
- Opportunities for greater responsibility in school: ambassadors, school council representatives etc.
- Specific privileges in use of school facilities or equipment

(A range of suggestions is incorporated in Appendix 2: This is not an exhaustive list)

We recognise that there will be occasions when there will be concerns regarding behaviour, for many reasons. We should try always to understand the reasons for the misbehaviour, so that we can deal with it most effectively. When dealing with incidents, it is important always to label the behaviour and not the child (e.g. say 'That is not the right sort of behaviour' or 'I know that you know how to behave', rather than 'You are a naughty girl').

Misdemeanours

It is important to have a consistent approach* for dealing with seeming misdemeanours, while for some children who have difficulty with finding the right behaviour it may be appropriate to focus on, and try to correct, only one problem at a time. In some cases a non-verbal signal may be sufficient, or a verbal reprimand. If it seems that there is a problem then the adult dealing with it should ask the child what he/she is doing, establish if it is contrary to our charter and, if it is, then try to work out with the child how it is to be resolved; for instance, it may be possible for the child to make immediate reparation. This may be sufficient in itself; it may however be necessary to invoke some sort of sanction.

We understand that some children (e.g. SEND and/or other vulnerable children) may require different approaches, depending upon their individual needs.

In extreme cases there may be a need to restrain a child. (Refer to the policy/guidelines for Positive Handling in School)

Unacceptable Behaviour

There is no place for violence; bullying; homophobic bullying; bullying of pupils with SEND or disabilities; sexist or sexual bullying; cyberbullying; harassment (related to race, religion and culture); vandalism; rudeness to adults, or bad language in the school community and these must always be discouraged. Bringing anything into school with the intention to harm or threaten will be reported to the deputy head. If anyone is observed being racist, homophobic or bullying this must be reported to the Deputy Headteacher – Simon Barr.

The definition of racism we use is from the NSPCC:

Racial discrimination or racism is when someone is treated differently because of their race, ethnicity, nationality or colour. Any type of racism or racial discrimination is abusive and distressing for children and young people who experience or witness it.

In addition to the examples above, Reds will be given for;

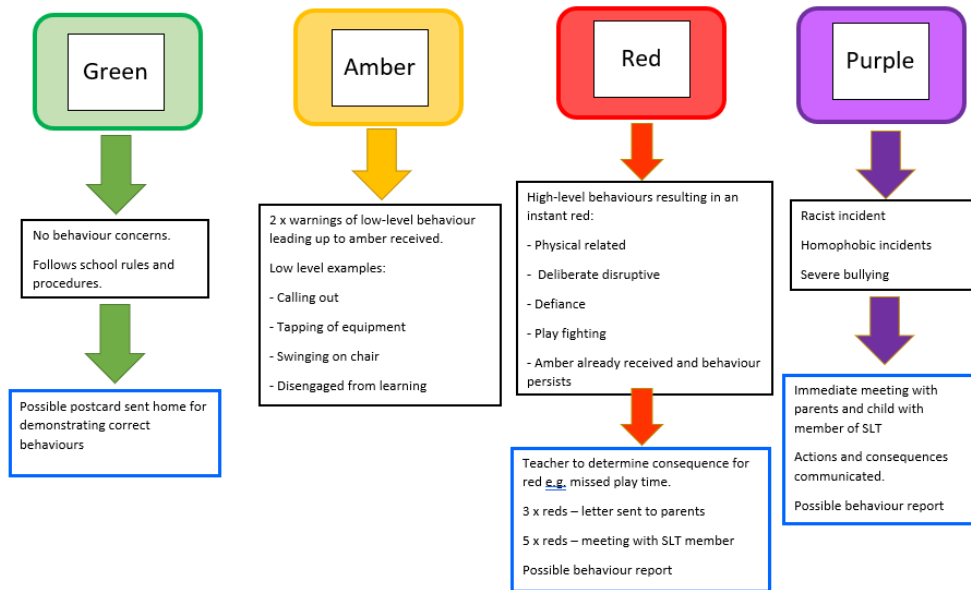
- Disruption in class, after warnings, unless high-level disruption
- Fighting
- Aggressive swearing or designed to cause insult
- Deliberate defiance
- For persistent failure to complete homework (year 6 only)

Racist/homophobic incidents must be coded as purple on the behaviour chart and recorded on CPoms (the school's recording system) to indicate the severity of the behaviour and for ease of identification.

Banned items

List of banned items includes matches, lighters, flammable materials, sharp objects, aerosols

Wembley Primary School Behaviour Chart



Both families will be contacted for 'purple' behaviours and actions and consequences communicated with parents, children and staff.

Sanctions

See Appendix 1

Where rules are contravened there must be a system of appropriate sanctions; these are drawn up with staff in each phase and appropriate to the maturity of the children. Sanctions should be seen to match the offence in order to be most effective. The most powerful sanction is the disapproval of those whose views the 'wrongdoer' respects i.e. the class teacher, so we should aim to create a climate of opinion in which that sanction will have the greatest effect.

Minor infringements (which may result in an 'amber') will be dealt with by the adult responsible for the child at that time; sanctions to be used (in increasing order of seriousness) are:

A discussion regarding the specific behaviour

Repetition of task, if not done satisfactorily

Loss of privilege

More serious contraventions of rules and all instances of 'unacceptable behaviour' must be dealt with in a more formal way:

In the first instance the class teacher will talk to the parent either directly or by telephone.

Referral to Assistant Headteacher and then onto a Deputy Headteacher and possibly the Headteacher

Withdrawal of a major privilege

Withholding participation in a school trip or sports event that is not an essential part of the curriculum

Removal from place of problem for a longer period

Letter to parents (A letter to parents is sent after the child has been of RED three days in a term)

Discussions with parents (A meeting is arranged with the Assistant Headteacher, Class teacher and Parent if and when a child has been on RED 5 times or more in a term.

If a child receives a Red then parents must be informed.

If a problem of behaviour is exhibited on a regular basis (either in or outside of the classroom), then parents will be informed at an earlier stage e.g. several ambers received across a week.

If the problem persists then the SENCO, Sharon Griffith, should be involved and maybe outside agencies such as the Behaviour Team / Educational Psychologist/ Inclusion Team. Some pupils may have a range of needs that require support from different agencies, it may be appropriate to assess those needs by using the Early Help Assessment. The last resort is exclusion from school on a temporary or permanent basis following Brent's policy on exclusion.

We must discourage the punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances. It is important too for adults to be careful not to damage relationships and children's self-esteem by the use of sanctions.

Children might be kept in class during lunch or break to complete work where the expectation is that it should have been completed.

For negative behaviour, the class teacher needs to take the initial responsibility for reflective work with that pupil

Informal and formal procedures covering messages about reflection periods at breaks and/or class time.

TAC (Team Around the Child) Meetings will be set up for high risk pupils, identified by the class teacher and in consultation with the SENCO and the appropriate member of SLT.

Establishment phase to go through the expectations and these will be revisited at the start of each term, and whenever else this is needed.

Additional needs of pupils, which might affect behaviour, need to be taken into account when sanctions are being given. Staff must know what the needs of the children are and talk with the SEN department (if appropriate) regarding the appropriateness of certain sanctions.

Exclusion

In serious cases, one of the following sanctions may be necessary:

- Isolation at play/lunchtime
- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

Removal from class

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

The removal from class form (see Appendix 2) must be filled in by the teacher.

Governance of removal

Headteachers should:

- a) make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour;
- b) maintain overall strategic oversight of the school's arrangements for any removals, as set

out in the school's behaviour policy;

c) make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;

d) outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;

e) ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff

f) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

We will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. This will help to determine whether a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

We will analyse collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics

There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, their social worker will be notified. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Potential Concerns

Concerns regarding behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems, and try to minimise them. Such include:

- When waiting in line and moving about the school (e.g. for Assembly, PE, lunch time)
- When going out to play and coming back in (teacher must take children out to play and collect classes)

We should also be aware of ways of defusing potentially 'high risk' situations, by removing individual children from a likely source of conflict (e.g. playground) for a short period of time. The child needs to see that this is not punishment but is in order to prevent a problem occurring.

Playtimes

Playtimes and Dinnertime can be problematic for children, as children are in school but outside the normal classroom environment. We do expect that the same school rules will apply at playtimes as well as during the rest of the school day, and that children respond to the supervision of SMSA's. SMSA's have access to the school system of rewards and sanctions. Sanctions from the SMSA must be discussed with the class teacher in the first instance.

Any occurrences of 'Unacceptable Behaviour' described above (i.e. violence, bullying, harassment, vandalism, rudeness to adults, or bad language) taking place at playtimes should be shared with the class teacher as soon as possible after the incident.

Appendix 1

<p>Aims</p> <ul style="list-style-type: none"> • To promote positive behaviour and a calm working environment with clear expectations, routines and boundaries where we feel, safe, secure and respected • To create a calm playground with a friendly atmosphere which promotes self-discipline and positive relationships as a Rights Respecting School • To enable pupils to make appropriate choices around their behaviour 	<p>Charter</p> <ul style="list-style-type: none"> • We listen • We work hard • We play safely • We are polite • We are kind and gentle • We look after the environment/property • Each class creates their own class charter to support positive outcomes
<p>Rewards in the classroom</p> <ul style="list-style-type: none"> • Verbal praise • Green square on the behaviour chart at end of the day • Postcards home • All Green = Best Behaved Class reward certificates • A letter and certificate home for those children who remain on green for a term • Kindness catcher cards 	<p>Consequences in the classroom</p> <ul style="list-style-type: none"> • Preventative strategies • 2 clear oral warnings then... • The 3rd warning will result in an Amber being given: <i>Could include time-out in class for 10 minutes. Removal form must be completed.</i> • Red should be given if the behaviour is repeated: <i>Could include time-out of class for rest of session. Go to another class with work. Teacher MUST inform parent of Red. Removal form must be completed.</i> • 3 Reds in a term leads to a letter home informing parents • 5 reds in a term leads to a letter and meeting with parents/class teacher/Assistant Headteacher • 5+ reds in a term leads to a meeting with the Deputy Headteacher and referral to SENDco where a Behaviour Plan may be put in place.
<p>Rewards in the playground</p> <ul style="list-style-type: none"> • Verbal praise • Stickers for individual children • Kindness catcher cards 	<p>Consequences in the playground</p> <ul style="list-style-type: none"> • Preventative strategies-zoned activities • 2 verbal warnings • Amber / Red

<p>Other systems across the school</p> <ul style="list-style-type: none"> • Behaviour Report Cards (2 Weeks) • Behaviour support plans - SENDco • Rewards celebrated • Phoenix Flier – Postcard/Newsletter • Displays 	<p>Consultation and involvement – of pupils, parents and staff</p> <ul style="list-style-type: none"> • Circle time/Establishment phase / PSHCE with pupils to negotiate rules, introduce and review systems • Communication to parents via newsletter, information leaflets and coffee mornings • Staff consultation through INSET, follow-up work in classrooms, monitoring of policy.
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Appendix 2

Removal from class- form

[Record of Pupil removed from a Lesson/Class \(office.com\)](#)

Positive Handling

[Positive Handling Policy.doc \(sharepoint.com\)](#)