



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
May 2023	Governors	February 2025
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 reasonable force 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 policy 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 involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

The written statement of behaviour principles is reviewed and approved by the Children, Families and Community Committee every 3 years.

This document links to the following policy:

- [Anti-racism 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 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 helper – 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. It is important that we teach behaviour as we teach other aspects of the curriculum.

Rules

The following rules have been drawn up from consultations with children:

- I. Be kind, polite, cooperative and considerate to all
- II. Be careful with all the equipment in school
- III. Always walk through the school

IV. Look after the school environment

In addition, 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)*

Our School Behaviour Charter

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
- 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
- Public praise, in front of peers/parents and carers
- 'Special Contribution' Assemblies where public mention and note is made of good examples, both of work and behaviour.
- 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: prefects, school council representatives etc.
- Specific privileges in use of school facilities or equipment

(A range of suggestions is incorporated in Appendix 2: this is to be added to)

We recognise that there will be occasions when there will be problems of 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 problems, 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 policy 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 rebuke. 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 against the rules and, if it is, then try to work out with the child how the problem 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.

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

Unacceptable Behaviour

There is no place for violence; bullying; homophobic bullying; bullying of pupils with SEN 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. If anyone is observed being racist, homophobic or bullying this must be reported to the Deputy Headteacher – Simon Barr.

Sanctions

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, so we should aim to create a climate of opinion in which that sanction will have the greatest effect.

Minor infringements 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 verbal rebuke

Withholding praise, if it is not deserved

Repetition of task, if not done satisfactorily

Loss of privilege

'Time Out' e.g. during Hall time, having to sit apart from the rest of class for a fixed period of time.

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

Referral to Assistant Headteacher in the first instance 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 half-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 half-term)

If a problem of behaviour is exhibited on a regular basis (either in or outside of the classroom), then it may well be worthwhile informing parents at an earlier stage.

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

We should 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.

Exclusion

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

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

Potential Problems

Problems with 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, Dinner Time)
- When going out to play and coming back in

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.

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 • Diamond days for those children gaining 20 diamonds in a half-term • Green square on the behaviour chart at end of the day • -3 Green squares leads to a Bronze Card and no reds • -2 Green squares leads to a Silver Card and no reds • All Green squares in a half-term leads to a Gold Card in a special parent assembly at the end of the half-term. • All Green = 1 day towards Best Behaved Class reward – trophy in whole school assembly on a Monday morning. 	<p>Consequences in the classroom</p> <ul style="list-style-type: none"> • Preventative strategies • 2 warnings • Amber: Could include time-out in class for 10 minutes • Red: Could include time-out of class for rest of session. Go to another class with work. • 3 Reds in Behaviour file leads to a letter home informing parents • 5 entries leads to a letter and meeting with parents/class teacher/Assistant Headteacher • 5+ 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 • Certificate and Cup for best behaved class given out in assembly at end of week (class with least number of ambers and reds) 	<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 • 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.

Appendix 2

Stickers	Well Done I've helped someone today Maybe a sticker a week to focus on say 'Kindness'
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	Could use blank stickers
Certificates	For helping or anything praiseworthy
Showing and Telling	In groups/class/assemblies Visiting other classes
Displaying work	Children involved in the choice of work to be displayed Outside notice boards to be used
Verbal Praise	Head/colleagues whenever an opportunity presents itself for children and colleagues
Lucky Dip	Children get entered for a 'Lucky Dip' at the end of term
Newsletter	School newsletter/class
Good work board	Praise of good work or behaviour
Children sent to Head, Deputies or Assistant Heads	Praise of good work or behaviour
Non-Teaching staff given opportunities to praise	Praise book, stickers,
Photographs of classes and school events	Re-living and identifying with successful events
Work sharing	Work is taken to share with another child or adult. Children from different classes showing and sharing work on a peer group basis without teacher intervention