



Behaviour for Learning - Primary

July 2021

Applicable to:	Waverley School - Primary
Last Review Date:	July 2021
Approved by:	
Next Review due by:	July 2022
Status:	Statutory
Policy Lead/Author:	SD/UM

Foreword

This policy incorporates our Waverley Education Foundation Trust mission of 'Learning through Diversity' and our vision, values and ethos.

Our policy incorporates our values of Humanity, Equality, Aspiration and Respect (HEAR), which upholds The United Nations Convention on the Rights of the Child. In turn, this supports us in providing an environment that allows all learners to flourish because mutual respect is encouraged alongside a strong desire to learn. We regularly review our policies and the work of the school so that our pupils can receive the best possible advantages and opportunities we create for them.

Vision

This policy supports our vision ensuring it supports the school in creating a rights-respecting environment that allows all learners to flourish by encouraging mutual respect

Our policy supports our school values of:

Humanity: Enabling all pupils to succeed in a global and British Society, through fostering an understanding of human values and attitudes, past and present.

Equality: We value the diversity of the school community and respect the individuality of each person to ensure that there is an equality of opportunity for everyone.

Aspiration: We all have the right to achieve and share the achievements (excellence) from all our backgrounds.

Respect: We value diversity and respect the individuality of each person by creating an environment which allows all to flourish through mutual respect.

Through our delivery of this policy we believe we are effective in supporting the Waverley Education Foundation Trust core aims for our schools of:

- Laying the foundations for success
- Creating opportunities, broadening horizons
- Being creative and innovative
- Having a stimulating, pleasant and collaborative learning environment
- Putting pupils first (at the heart of everything we do)
- Learning through diversity
- To be healthy, safe and secure
- All individuals enjoy and achieve success
- Making a positive contribution to the school, community and society
- Developing economic, social and emotional well-being

Rationale and Philosophy

The school is committed to 'learning through diversity' and the development of a strong ethos where everyone in the school community respects one another and supports the work of the school.

We value diversity and seek to give everyone in the school an equal chance to learn, work and live, free from the action or fear of racism, discrimination, or prejudice. We will work together to develop the potential of all pupils academically, socially, culturally and psychologically and to establish a community that is just and fair for all people who work at or visit our school.

Aims

This policy aims to:

- positively encourage and recognise acts of respect and consideration to others
- establish a set of rules and expectations, agreed and followed by all
- implement necessary school rules and expectations fairly and consistently in order to foster good behaviour in a positive way
- achieve a healthy balance between rewards and sanctions: rewarding good behaviour and attitudes to work and having strategies and approaches in place to deal with unacceptable behaviour
- create an atmosphere of hard work, commitment and responsibility, that will develop self-discipline
- ensure equal access to the curriculum for all regardless of disability, gender, identity, orientation, ethnicity, socio-economic background, special educational needs or any protected characteristics under the Equalities Act
- create a stimulating, pleasant and collaborative learning environment
- put pupils' social, emotional and academic well-being first
- demonstrate a commitment to learning through diversity
- ensure that all pupils understand the importance of their and others wellbeing and the importance of being healthy - emotionally, physically, mentally and socially
- provide an awareness of how to be safe in school and society both physically and online
- encourage all individuals to achieve and enjoy success
- allow all to make a positive contribution to the school, the community and society
- follow government social distancing guidelines

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 school](#)
- [Supporting pupils with medical conditions at school](#)
- [DfE guidance](#)

Definitions

Misbehaviour is defined as anything which does not meet the expectation that pupils learn through diversity and display our school HEAR values:

- disruption in lessons, in corridors between lessons, and at break and lunch times
- non-completion of classwork or homework
- poor attitude
- incorrect uniform
- Disrespect towards peers and staff

Serious misbehaviour is defined as:

- repeated breaches of the school rules
- any form of bullying
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- vandalism
- theft
- fighting
- smoking/vaping
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items including:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend school free from fear. A system called Tootoot is in place to enable KS2 pupils to raise any concerns or issues they may have confidentially and anonymously.

Roles and responsibilities

The Local Governing Body

The Trust and Local Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour. The governing body is responsible for reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

Chief Executive Officer (CEO)

The CEO is responsible for reviewing and approving this behaviour policy in conjunction with the Principal and the governing body, giving due consideration to the school's ethos.

Principal – Primary Phase

The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues. The Principal is responsible for reviewing this behaviour policy in conjunction with the CEO and governing body.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- implementing the behaviour policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording behaviour incidents

- to build strong, positive pupil relationships based on mutual respect in order to underpin good behaviour
- to follow the principles and practices of the school behaviour policy at all times and enforce it fairly and consistently
- to provide accurate written records, according to school policy, of incidents and strategies used to manage behaviour
- to provide good role models for the pupil by being polite, caring and understanding and setting high standards in all aspects of self-conduct, dress and interpersonal relationships
- to inform parents of the school behaviour policy and its application
- to ensure that the school rules are enforced in a responsible manner
- to treat each child fairly and enforce the behaviour policy consistently
- the senior leadership team will support staff in responding to behaviour incidents

Parents/carers

Parents/carers are expected to:

- support their child in adhering to the Primary golden rules (see appendix 1)
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- work collaboratively with the school, providing firm and effective guidance at home so pupils receive consistent messages about how to behave both at home and at school
- support their child's learning and co-operate with the school, as set out in the home-school agreement - we try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour
- support the actions of the school, where the school has to use reasonable sanctions
- contact the class teacher or pastoral team where they are concerned about the way their child is being treated – where the concern remains, parents/carers should contact the appropriate senior leader or Principal.

Pupil code of conduct

Behaviour in lessons

Focus	Expectations
Attitudes to learning	<ul style="list-style-type: none"> • Pupils work hard and try their best for the full duration of the lesson. • All necessary resources are ready and prepared before the start of the lesson. • Work in books is presented exceptionally well and is complete. • Pupils' attitudes play a strong part in their progress. • Pupils are proud of what they've done and achieved.

	<ul style="list-style-type: none"> Pupil class monitors are responsible, mature and carry out their duties with the utmost integrity. Pupils understand that school is not just about academic learning, but also that it equips them with life skills.
Attention paid to the teacher and others	<ul style="list-style-type: none"> Pupils pay full attention to their teacher and to other pupils when they're speaking. Pupils raise their hand when wanting to get the attention of the teacher.
Active or passive	<ul style="list-style-type: none"> Pupils are active in their learning; putting themselves forward and playing an active role in group activities. They demonstrate a thirst for knowledge and understanding.
Co-operation and problem solving	<ul style="list-style-type: none"> Pupils co-operate exceptionally well and show great tenacity when tackling demanding problems.
Enjoyment	<ul style="list-style-type: none"> Pupils enjoy their lessons and are keen to learn. They want to continue working at the end of the lesson or when told to stop.
Homework	<ul style="list-style-type: none"> Homework is carried out diligently and without reminders.
Work in books	<ul style="list-style-type: none"> The work in pupils' books shows that they take their teachers' advice and follow instructions, such as carrying out corrections and following guidance on next steps in their learning.

Behaviour outside of lessons

Focus	Expectations
Behaviour	<ul style="list-style-type: none"> Behaviour is impeccable at all times. Pupils walk around school and don't run. They take care not to disturb lessons if out during lesson time. In such cases, they'll be purposefully engaged, rather than out of lessons for no good reason. Pupils quickly respond to instructions given by a teacher. Pupils care about others and are quick to act if they see another pupil in need of help or companionship. Pupils are keen to take responsibility and carry out their roles diligently. Pupils work hard with the school to prevent all types of bullying.

	<ul style="list-style-type: none"> • Staff and pupils deal effectively with the rare occurrences of bullying.
Respect	<ul style="list-style-type: none"> • Pupils show total respect for others, including staff, visitors and other pupils. • Pupils discuss issues in a considered way. • They listen to, and show respect for, the views of others. • Pupils understand that others may need some time and space of their own.
Manners	<ul style="list-style-type: none"> • Pupils' manners are impeccable and are polite when dealing with others. The use of 'please' and 'thank you' is second nature. • Pupils hold doors open for others and wait patiently for them to get to the doors.

Assemblies

Focus	Expectations
Behaviour	<ul style="list-style-type: none"> • Pupils show respect and responsibility for themselves, others and to the school. • Pupils walk in to assembly silently, in register order and sit flat on the floor, so others can see in year group order. • Pupils are respectful to those who are presenting and to those who are trying to listen. • Pupils sit still and listen attentively to the speaker. • Pupils do not talk to others around them. • Pupils always allow others to be heard when they are speaking. • Pupils are always ready to listen without the speaker having to raise his/her voice. • Pupils show support by clapping respectfully. • Pupils wait patiently and silently to be dismissed at the end of assembly by the person leading assembly. • Teachers escort classes back to class in silence.

Lining-up

Focus	Expectations
Behaviour	<ul style="list-style-type: none">• Pupils always line-up silently in register order.• Pupils keep their hands and feet to themselves (do not touch work on walls).• Pupils give the people in front and behind them their own personal space.• Pupils walk in a single-file as they move around school, being careful not to bump into anyone.• Pupils keep their eyes looking forward.• Pupils use their inside, quiet voice.• Whilst moving around school, pupils rest at stop points, where teachers will check to ensure lining-up expectations are being adhered to.

Behaviour in the playground and during lunch time

Focus	Expectations
Behaviour	<ul style="list-style-type: none">• Pupils wash their hands.• Pupils remember to wait their turn when being served.• Pupils put all rubbish in the bins provided.• Pupils remember to finish their mouthful before speaking.• Pupils use their fork and knife correctly to eat their lunch.• Pupils pour their own water using the jugs provided.• Sports ambassadors organise sports equipment and games, who play with all pupils together; they demonstrate that they understand the rules.

Any pupil who commits serious or persistent breach of the new COVID-19 protection guidance and rules, or behaves in a way that could compromise good hygiene and/or good health and safety practice may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Rewards and sanctions

Rewards

There is a clear and consistent approach to rewards across the school. This is built upon the premise that all pupils will exhibit good behaviour for learning. Pupils are rewarded for exceptional attitudes to learning and contributions to school life through our HEAR values.

Daily Rewards

In EYFS and Key Stage 1, the 'Good to be Green' behaviour system is used to motivate pupils to develop good attitudes to learning and school life. The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class.

Each EYFS and Key Stage 1 class has a 'Good to be Green' behaviour chart. All pupils have their own 'Good to be Green' card in a named pocket and begin each day with a Green card. These cards are replaced with Silver cards for exceptional behaviour and at the end of the week one pupil is given a Gold card and rewarded.

GOLD BEHAVIOUR	<ul style="list-style-type: none">• Pupils with highest number of silver cards. One is chosen for a reward at the end of the week.
SILVER BEHAVIOUR	<ul style="list-style-type: none">• Awarded throughout the day for those pupils who display exemplary behaviour and give others a role-model to aspire towards.• Pupils always do their best and try hard.• Pupils keep their hands and feet off the walls and displays in classrooms and corridors.• Pupils pay attention to all adults.• Pupils choose the right time to go to the toilet at break time or lunch time.• Pupils always remember their manners by saying please and thank you, opening the door for people, etc.• Pupils always show good learning behaviour.• Pupils show respect to other people all the time.
GREEN BEHAVIOUR	<ul style="list-style-type: none">• Pupils sit on their chair or the carpet showing they are ready to learn.• Pupils concentrate in class and try their best not to be distracted.• Pupils remember to always use their manners.• Be in the right place at the right time.• Pupils respect and look after all school equipment.• Pupils take turns and share.• Pupils always try their best.• Pupils listen attentively when adults and other children are talking.

In Key Stage 2, points are recorded on the E-praise online reward system, which is used to encourage, motivate and engage pupils of all abilities to work hard and commit themselves to all aspects of school life. Praise points are awarded to pupils under the following categories:

Achievement	<ul style="list-style-type: none">• Outcomes - If a pupil has achieved the outcome or improved outcomes.• Assessments - This may link to a weekly spelling or tables test, summative or formative• Improvement - Improving in any area of the curriculum• Communication and Language.• Progress linked to any area of school life
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	<ul style="list-style-type: none"> • Presentation
Values	<ul style="list-style-type: none"> • Promoting our mission of 'Learning through Diversity' which is driven by our core school values of: humanity, equality, aspiration and respect
Learning Attitudes	<ul style="list-style-type: none"> • Readiness • Resourcefulness • Resilience • Responsibility • Reflectiveness
Extra-Curricular	<ul style="list-style-type: none"> • Participation in and achieving well at a club • Choir, sports events, gardening, cooking club, representing the school

Pupils are awarded prizes and experiences when they reach a milestone. Certificates are generated through the E-praise system and presented in the weekly rewards assembly.

Senior leaders monitor the online reward system to ensure that points are allocated consistently to different groups across the key stage.

BRONZE	50 points	Postcard home and certificate
SILVER	100 points	Stationary and certificate
GOLD	200 points	Lunch time treat and certificate
SAPPHIRE	300 points	Afternoon tea or hot chocolate and certificate
RUBY	400 points	Session with the sports coach and certificate
DIAMOND	500 points	Movie afternoon with snacks and certificate

Weekly rewards assembly

Class teachers choose two pupils that have been consistently working hard. It could be for good behaviour choices, attitude towards their learning or for exceptional work in a subject. The names are entered into a reward book, with the reason for their reward. This is celebrated in an assembly, where each pupil receives a certificate to take home with them.

Top table reward

In KS1 and KS2 the Lead lunch supervisor will choose one pupil from each class who has exhibited excellent lunch time behaviour and share names with the Wellbeing team by Thursday. These pupils are awarded the privilege of eating their lunch at Top Table on Friday.

Half-termly STAR assembly

Two pupils are chosen from each class for exceptional and consistent, behaviour, attitude and work throughout the whole half-term. Our STAR pupils will be rewarded in the following way:

- postcard sent home to invite parents to support us with the celebration
- STAR pupils will be allowed to come into school (on the day of the assembly) not wearing school uniform
- during the assembly STAR pupils will have a photograph taken with parents, teacher/support staff member and one friend
- a certificate will be awarded by Principal and School Councillors
- a prize will be awarded by Principal and School Councillors
- all photographs of STAR Pupils will be displayed in the hall

The class teacher will briefly share with the rest of the phase the reasons why the pupil has been selected as a STAR. This is also an opportunity for the class teacher to publicly praise the selected pupils and further motivate and enthuse all pupils. Pupils will be encouraged to share and talk about their achievements.

Consequences

A clear and consistent set of consequences has been designed to support pupils who find it difficult to adhere to the school rules and classroom agreements.

Consequences	
1	Verbal reminder - time to put it right
2	Time out in classroom, time to put it right (behaviour logged)
3	Time out in another classroom (behaviour logged)
4	Miss part of break time and or lunch time (behaviour logged)
5	Meeting with senior leaders and letter sent home
6	Behaviour report card and or individual behaviour plan - monitored by senior leaders

There may be exceptional circumstances when a child's behaviour disrupts the learning of all the pupils in the class. There are a number of reasons why this may occur, one reason being an individual's special educational needs (neurological development). Whilst every effort is made to ensure the individual remains in the main body of the class, there are times when this behaviour may need to be addressed by removing the pupil from the classroom environment.

Therefore, a three strike system is implemented. When extreme disruptive behaviour is exhibited the pupil is given a short verbal warning (along with a visual stop sign). If this behaviour continues and therefore disrupting the body of the class, the child is to receive a further warning (and stop visual) and advised they would need to leave the classroom if their behaviour continued. If the extreme behaviour persists the child is to be removed from the

body of the class by the support staff. In the majority of cases, this will be the child's SEND teaching assistant who removes the pupil.

The member of staff removing the pupil from the classroom must remain with the individual, taking them to a quiet, unpopulated area. Using the strategies familiar to the pupil (documented on their one page profiles), the child must be in a calm state before returning to the classroom.

It is essential that an ABC (Antecedent, Behaviour and Consequence) behaviour chart is completed after the incident to help establish the cause of the behaviour and the efficiency of the actions and strategies that were implemented.

- Cover teachers will ensure that class teachers are aware of any incidents that need to be logged.
- The Wellbeing team will ensure that class teachers are aware of any lunch time incidents they have logged.
- Wellbeing support leaders will ensure concerning incidents are shared with senior leaders.
- Pupils who require additional support will be supported by the Wellbeing team through a programme of in class, 1:1 and group sessions. Clear achievable targets will be set with the pupil and monitored closely. Full support will be given so every pupil has the opportunity to succeed.
- Pupils who need further support will be referred to the special educational needs and disability co-ordinator (SENDCo) and outside agencies may be involved at this point.

Fixed term and permanent exclusions

Only the Principal has the authority to exclude a pupil from school and may delegate this to a Senior Leader. The Principal may fixed term exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The pupil keeps their place at the school. The Principal may also exclude a pupil permanently, whereby the pupil loses their place at the school.

The Principal may decide that a Trust/External/Permanent Exclusion is necessary for the examples within the Code of Conduct as well as other serious misdemeanours.

Parent letters

Senior leaders will monitor incidents logged and where needed will send letters home to parents informing them their child's behaviour is not in line with the behaviour policy and where necessary arrange meetings with parents to discuss an individual behaviour plan to support their child's learning.

- First behaviour letter - from the senior leader attached to the phase, explaining if behaviour isn't improved, parents/carers will be contacted again to arrange a meeting.
- Second behaviour letter - from the Principal, inviting parents/carers to a meeting with the SENDCo and Behaviour Lead.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the mini-bus on the way to or from school.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged
- display the Primary golden rules alongside the rewards, milestones and consequences chart
- develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

Staff only intervene physically to restrain pupil to prevent injury to a child, to prevent them from leaving the school premises without permission or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of a pupil.

Where possible staff are to wear PPE in the event of physical intervention or restraint, unless to do so increases the risk of a child endangering and/or hurting him/herself or others and/or increase.

Where a member of staff believes that he/she is at risk, such as where an injury is likely to occur, he/she will not intervene in an incident without help and assistance of another staff member.

Following any incident, the pupil involved may be subject to sanctions, parents will be contacted, and strategies should be formed to help avoid reoccurrence.

Spitting

Adults must do what is reasonable and safe for them and others - wear PPE (including a face shield) if it is appropriate when making contact with another individual. Separate others from the affected area.

Separate and remove the child from others. Affected individuals must wash and change clothes. Following the incident, the pupil involved may be subject to sanctions, parents will be contacted and strategies should be formed to help avoid reoccurrence.

The affected area is to be cleaned and any waste is to be disposed of appropriately. The incident must be reported and recorded following this policy

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searches in the majority of cases can be conducted following social distancing guidance through the use of temporary metal detector arches in school. Handheld scanners will be avoided as much as possible.

Staff are use due diligence and are to wear PPE during a search.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs and disability co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Golden Rules



Humanity

- We always show kindness towards other people.

Equality

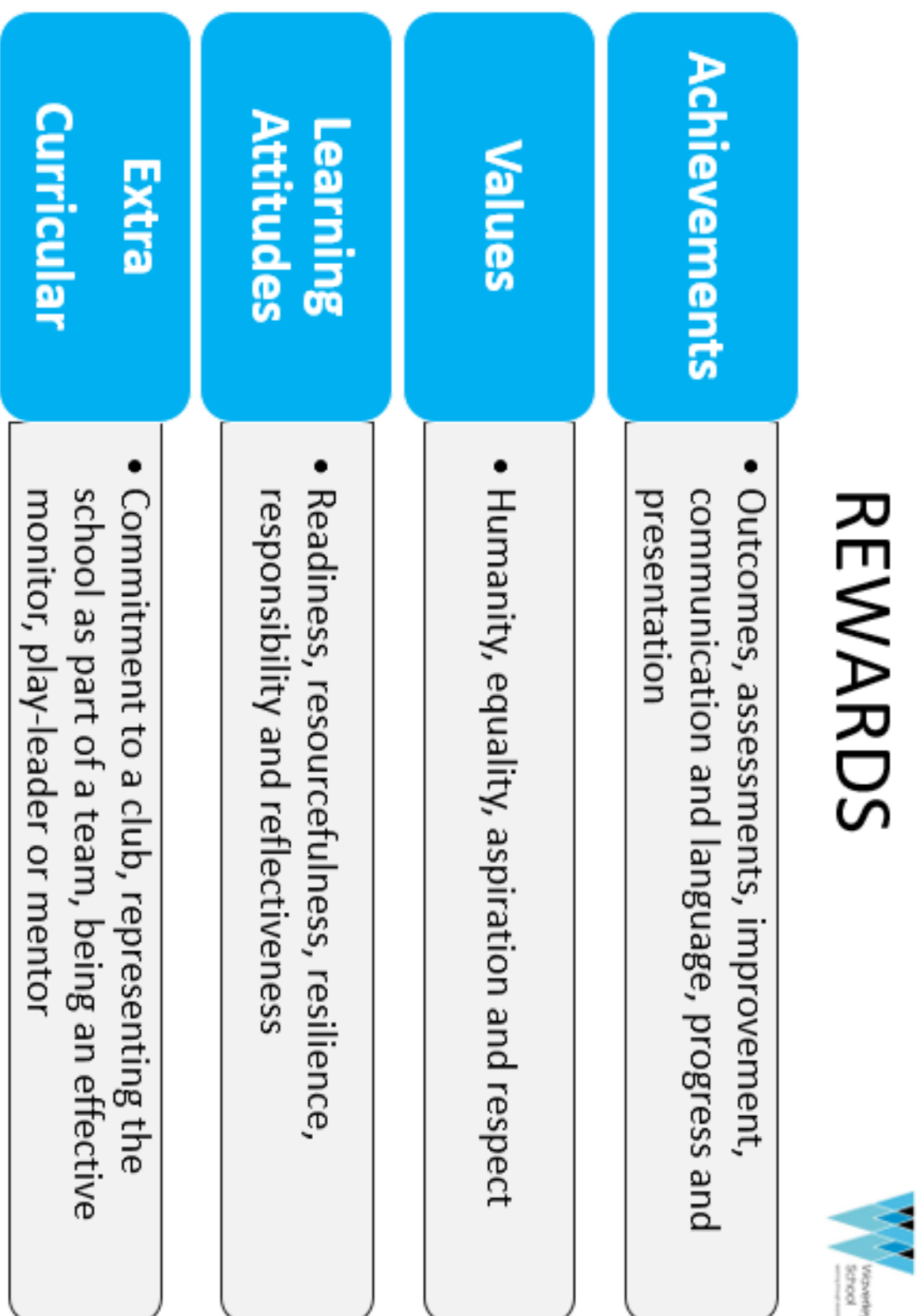
- We always ensure all groups of people receive the same treatment.

Aspiration

- We always work hard to achieve our goals.

Respect

- We always show that we care about other people's feelings and well-being.



MILESTONES



Bronze	<ul style="list-style-type: none">• 50 points – postcard home and certificate
Silver	<ul style="list-style-type: none">• 100 points – stationery and certificate
Gold	<ul style="list-style-type: none">• 200 points – lunchtime treat and certificate
Sapphire	<ul style="list-style-type: none">• 300 points – afternoon tea and certificate
Ruby	<ul style="list-style-type: none">• 400 points – session with sports coach and certificate
Diamond	<ul style="list-style-type: none">• 500 points – movie afternoon with snacks

Appendix 4: rewards assembly expectations



Rewards Assembly

This will take place on a weekly basis (see assembly schedule)

Before the assembly - Class teachers must select 2 (NO MORE THAN 2) pupils who deserve recognition. This could be based upon improvements in work/behaviour/attendance/attitude/displaying good manners...

If the child has been selected for a piece of work e.g. English this should be available to share during the assembly. The child should be aware of why he/she is being rewarded.

It is useful for the leader taking the assembly to read/see the work before the assembly- therefore, it is beneficial to leave the outcomes in the hall at the start of the day/lunch.

The teacher records in the Reward Book the class and full names of the selected pupils with a brief description of why the child has been chosen. Note: it is advisable not to leave the recording in the Reward Book until Thursday/Friday (plan in advance).

The teacher will complete a certificate for each child. This needs to be well presented explicitly highlighting the name of the pupil, class and date. Please use the certificates that are in colour. You may enhance the look of the certificate by using stickers.

Once completed, the certificates can remain at the back of the Reward book – this will allow the leader taking the assembly to set up before the classes arrive.

Teachers need to ensure all pupils are aware of the expectations at the start/during and end of assembly. Teachers to bring classes down promptly and in a quiet and orderly fashion.

During the assembly - The pupils who are receiving a certificate will sit at the front of the hall – they should be aware of this before entering the hall. If pupils have work to share they must place it on the table at the front).

The senior leader will use the Reward Book as a guide

The class teacher will briefly share with the rest of the phase the reasons why the pupil has been selected. This is also an opportunity for the class teacher to publicly praise the selected pupils and further motivate and enthuse all pupils. Pupils will be encouraged to share and talk about their achievements.

The senior leader/school councillors will award the certificate to the pupils.

It is important that during the assembly the teacher and support staff member are seated close to their own class.

STARs Assembly



This will take place in the final week of **each half term**

Before the assembly - Class teachers must select 2 (NO MORE THAN 2) pupils who deserve recognition. This could be based upon improvements in work / behaviour / attendance / attitude / displaying good manners consistently throughout the half term. Names of STAR pupils/class will need to be communicated to Yasmin Ali as postcards will be sent home. The postcards will invite parents, informing them of the details.

The child should be aware of why he/she is being rewarded.

The teacher records in the Reward Book the class and full names of the selected pupils with a brief description of why the child has been chosen as a STAR pupil. Note: it is advisable not to leave the recording in the Reward Book until the final week (plan in advance and record after the last Rewards Assembly as the same book will be used).

The teacher will complete a certificate for each child. This needs to be well presented explicitly highlighting the name of the pupil, class and date. Please use the certificates that are in colour. Once completed, the certificates can remain at the back of the Reward book – this will allow the leader taking the assembly to set up before classes arrive.

Teachers need to ensure all pupils are aware of the expectations at the start/during and end of assembly. Teachers to bring classes down promptly and in a quiet and orderly fashion.

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Our STAR pupils will be rewarded in the following way:

- Postcard sent home to invite parents to support us with the celebration
- STAR pupils will be allowed to come into school (on the day of the assembly) not wearing school uniform
- During the assembly STAR pupils will have a photograph taken with parents, teacher/support staff member and one friend
- A certificate will be awarded by Principal/School Councillor
- A prize will be awarded by Principal/School Councillor
- All photographs of STAR Pupils will be displayed in the hall

CONSEQUENCES



1	<ul style="list-style-type: none">• Verbal reminder - time to put it right
2	<ul style="list-style-type: none">• Time out in classroom - behaviour logged
3	<ul style="list-style-type: none">• Time out in another classroom - behaviour logged
4	<ul style="list-style-type: none">• Miss part of breaktime/lunchtime - behaviour logged
5	<ul style="list-style-type: none">• Meeting with SLT and letter sent home

Appendix 6: primary behaviour monitoring grid



Observed by:
Behaviour in lessons

Date:

Class:

	OUTSTANDING	GOOD
Attitudes to learning	<ul style="list-style-type: none"> • Pupils work hard and try their best for the full duration of the lesson • Work in books is presented exceptionally well and is complete • Pupils' attitudes play a strong part in their progress • Pupils are proud of what they've done and achieved • Pupils understand that school is not just about academic learning, but also that it equips them with life skills 	<ul style="list-style-type: none"> • Behaviour is consistently positive • Pupils' attitudes have a good impact on their progress • Low-level disruption is rare, although individuals may daydream without disrupting others. If so, they get back on task when reminded by the teacher • Some work in books may be rushed, but pupils generally want to produce their best work • Pupils take pride in their work • Pupils are punctual to lessons and arrive with the appropriate equipment • Pupils value their education
Your notes:		
Attention paid to the teacher and others	<ul style="list-style-type: none"> • Pupils pay full attention to their teacher and to other pupils when they're speaking 	<ul style="list-style-type: none"> • Attention may occasionally wander when other pupils are speaking, but is quickly corrected by the teacher
Your notes:		
Active or passive	<ul style="list-style-type: none"> • Pupils are active in their learning; putting themselves forward and playing an active role in group activities • They demonstrate a thirst for knowledge and understanding 	<ul style="list-style-type: none"> • A few pupils allow others to take the lead and do most of the work in groups. All are keen to learn and do well
Your notes:		

	OUTSTANDING	GOOD
Co-operation and problem solving	<ul style="list-style-type: none"> Pupils co-operate exceptionally well and show great tenacity when tackling demanding problems 	<ul style="list-style-type: none"> A few pupils become disheartened when the work becomes difficult or they get stuck
Your notes:		
Enjoyment	<ul style="list-style-type: none"> Pupils enjoy their lessons and are keen to learn They want to continue working at the end of the lesson or when told to stop 	<ul style="list-style-type: none"> Almost all pupils enjoy their lessons and are keen to learn
Your notes:		
Homework	<ul style="list-style-type: none"> Homework is carried out diligently and without reminders 	<ul style="list-style-type: none"> A few pupils have to be given extra time to complete homework because their initial attempt was rushed
Your notes:		
Work in books	<ul style="list-style-type: none"> The work in pupils' books shows that they take their teachers' advice and follow instructions, such as carrying out corrections and following guidance on next steps in their learning 	<ul style="list-style-type: none"> Corrections are always carried out, but some pupils forget to follow the teacher's suggested next steps in future work
Your notes:		

Behaviour outside of lessons

	OUTSTANDING	GOOD
Behaviour	<ul style="list-style-type: none"> Behaviour is impeccable Pupils walk around school and don't run. They take care not to disturb lessons if 	<ul style="list-style-type: none"> Behaviour is consistently positive Pupils are orderly around the school, but may talk too

	OUTSTANDING	GOOD
	<p>out during lesson time. In such cases, they'll be purposefully engaged, rather than out of lessons for no good reason</p> <ul style="list-style-type: none"> • Pupils quickly respond to instructions given by a teacher • Pupils care about others and are quick to act if they see another pupil in need of help or companionship • Pupils are keen to take responsibility and carry out their roles diligently • Pupils work hard with the school to prevent all types of bullying. Staff and pupils deal effectively with the rare occurrences of bullying 	<p>loudly at times when lessons are in progress. They don't leave lessons without good reason</p> <ul style="list-style-type: none"> • Pupils usually respond immediately to instructions, although some may show from their reaction that they do so unwillingly • They help other pupils in need, but don't always take the initiative • Pupils play a significant part in the life of the school, but some aren't always keen to do so • Pupils take pride in their school and their appearance • Derogatory or aggressive language is rarely used • Pupils work with staff to prevent bullying
Your notes:		
Respect	<ul style="list-style-type: none"> • Pupils show total respect for others, including staff, visitors and other pupils • Pupils discuss issues in a considered way. They listen to, and show respect for, the views of others • Pupils understand that others may need some time and space of their own 	<ul style="list-style-type: none"> • Pupils respect the views and opinions of others. They listen politely, but are not always actively interested • Not all pupils understand that others sometimes need time and space of their own
Your notes:		
Manners	<ul style="list-style-type: none"> • Pupils' manners are impeccable. They are polite when dealing with others. The use of 'please' and 'thank you' is second nature 	<ul style="list-style-type: none"> • Pupils are polite and welcoming to visitors, but do not consistently go out of their way to be helpful • Some forget to say 'please' and 'thank you', but will correct this when reminded

	OUTSTANDING	GOOD
	<ul style="list-style-type: none"> • Pupils hold doors open for others and wait patiently for them to get to the doors 	
Your notes:		

Behaviour in the playground

	OUTSTANDING	GOOD
Behaviour	<ul style="list-style-type: none"> • Behaviour is exemplary • Pupils organise their own games and play together; they demonstrate that they understand the rules • Pupils show a deep understanding of the consequences of their actions in the way they behave • Older pupils look out for younger pupils • Where they play together, older pupils adapt their Behaviour to take account of the needs of younger ones 	<ul style="list-style-type: none"> • Pupils play happily together • All groups of pupils are happy on the playground • Pupils are active in a safe manner • No pupil feels threatened by the behaviour on the playground • The range of activities available is well suited to the age and interests of the pupils • No pupil is excluded by other pupils from the activities
Your notes:		

Appendix 7: behaviour letters

Waverley School
311 Yardley Green Road
Bordesley Green East
Birmingham
B9 5QA
Tel: 0121 566 6600
Fax: 0121 566 6601
Email: enquiry@waverley.bham.sch.uk
Web: www.waverley.bham.sch.uk



|

Date

Dear Parents and Carers,

First Behaviour Letter

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Many thanks for your continued support,

Director of Learning

(Please return this slip to school to confirm you have received this letter. Thank you.)

Waverley School First Behaviour Letter

Child's name:

Class:

Parent's name:

Signed:

Waverley School
311 Yardley Green Road
Bordesley Green East
Birmingham
B9 5QA
Tel: 0121 566 6600
Fax: 0121 566 6601
Email: enquiry@waverleybham.sch.uk
Web: www.waverleybham.sch.uk



Date

Dear Parents and Carers,

Second Behaviour Letter

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.
Yours sincerely,

Many thanks for your continued support,

Principal – Primary Phase

(Please return this slip to school to confirm you have received this letter. Thank you.)

**Waverley School
Second Behaviour Letter**

Child's name:

Class:

Parent's name:

Signed:

BEHAVIOUR REPORT CARD



Child's name: _____

Class: _____

Date: _____

TEACHERS: Please rate this child's behaviour today in the areas listed below. Use a separate column for each subject or class period. Please make a check mark ✓ if the child demonstrated the behaviour or ✗ if the child did not demonstrate the behaviour or demonstrated negative behaviour for the specified area. Then initial the box at the bottom of your column.

Behaviours to be rated	Monday			Tuesday			Wednesday			Thursday			Friday		
	AM Session	Break / Lunch	PM Session	AM Session	Break / Lunch	PM Session	AM Session	Break / Lunch	PM Session	AM Session	Break / Lunch	PM Session	AM Session	Break / Lunch	PM Session
Raises hand in class															
Works on assigned classroom															
Follows classroom rules															
Gets along well with other children															
Follows break time/free time rules															
Teacher initials															
Parent/carer initials															

Comments:

Appendix 8: behaviour report card

Appendix 9: individual behaviour plan (IBP)



Individual Behaviour Plan (IBP)

PUPIL NAME:		CLASS:	YEAR GROUP:
Date of birth: Date plan starts: Date of next review:		Medical conditions/needs: Staff working with the pupil:	
Challenging behaviour What does it look like? What triggers it?		Targets What are we working towards? How do we get there?	
Strategies for positive behaviour How do we maintain positive behavior? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 		Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment) 	
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?		Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?	
Agreement: Parent name Parent signature Date		Staff name Staff signature Date	
Skills and Talents:		Achievements:	
Likes:		Dislikes:	
Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken
IBP evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.			

Appendix 10: ABC (Antecedent, Behaviour and Consequence) behaviour chart

ABC Behaviour Chart



Child's name _____

Child's class _____

- o 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- o 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- o 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person. It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns.

Day, date and time	Location	Antecedent	Behaviour	Consequence	Staff member recording the information