



Worple

Primary School

[Worple Primary School Behaviour Policy](#)

Prepared by: SLT in consultation with Executive Head Teacher

Agreed with Governors: March 2022

To be reviewed and updated: March 2023

‘The atmosphere around the school is calm and friendly. Pupils are polite and show respect to adults and each other. They are keen to learn. They participate well in lessons’

(Worple Primary Ofsted Report 2018)

Rationale

At Worple, we believe that pupils and staff have the right to work in an environment which is safe, friendly, calm and purposeful. Good behaviour is an essential prerequisite for effective learning and teaching to take place. This policy identifies the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Worple school. Its purpose is to support in creating a school community driven by hard work, a love of learning, mutual respect, where children and staff ‘care for each other’, are able to thrive and work harmoniously together and develop positive mind-sets. The development of positive relationships between children, staff and parents underpins the philosophy behind this policy.

The policy is the result of consultation with staff, pupils, parents and governors. It reflects current practice within the school. Its fair and consistent implementation is the **responsibility of all staff**.

Objectives of the Policy

- To foster and promote a positive learning environment throughout the school
- To identify the schools’ distinct character and expectations for staff and students regarding promoting, sustaining and reinforcing the harmonious community throughout the school and community
- To promote the schools’ vision and values through the policy and the school at large
- To ensure that there is clarity on behavior expectations for all members of the school community
- To provide guidance to staff, children and families around expectations for ‘good behaviours’
- To provide guidance and support to staff around managing behaviors in and outside of the classroom
- To provide a structure and process for managing poor behaviors
- To provide detail on support used and available for managing poor behavior
- To ensure rewards and sanctions are linked back to the schools’ vision and school rules
- To facilitate opportunity for restorative practices to take place
- To ensure that the policy links and supports the delivery of the trauma informed schools’ approach

Ethos

At Worple we have a very distinct clear vision, and set of values that underpin the passion that we share as a school community to ensure that our children grow up ‘ready for life in the future’. We are committed to ensuring that individuals within our community, children and adults care for one another, and that this sense of community pervades all that we do in and outside of the classroom. Through our

'Trauma In schools' work we are committed to creating a reflective environment which supports the development of all children

This Behaviour Policy is therefore designed to support the way in which the members of the school community can live and work together in a supportive way. It aims to promote an environment, where compassionate classrooms are prioritised where all children can feel safe and nurtured.

Our school Vision

At Worple...

- We believe in ourselves
- We have the confidence to try new things
- We love to learn
- We care for each other and the environment
- We are ready for the future

Our school values underpin our vision and provide guidance to staff and children about the core 'values' which 'drive' and underpin the ethos of our school community. These values underpin the policies and practices throughout our school community.

- Challenge
- Motivation
- Integrity
- Resilience
- Curiosity

Core School Rules

Underpinning our vision and values are our 4 core school rules. These rules are shared with staff and pupils and are integral to establishing and maintaining our school ethos and culture. These rules are taught, modelled and valued by staff and pupils.

- Speak kindly to each other and use good manners at all times.
- Keep hands and feet to yourself
- Look after the school equipment and environment
- Follow instructions

Preventative Methods

Building positive relationships with all of our children and staff is the central to our practice at Worple. Through ongoing TIS training, all staff have been trained in recognising their role as an **Emotionally Available Adult (EMA)** when working with all pupils. Employing a restorative approach and intentionally repairing harm to relationships is critical to the effective implementation of this school policy.

The school has adopted a number of preventative measures and restorative practices which not only make explicit what behaviors are expected in school and our community, but also identify an approach to 'rebuilding' when things go wrong.

The Establish- Maintain-Restore (EMR) strategy is employed throughout the school and provides a whole school approach to cohesively reinforcing expected behaviors, maintaining and restoring them when things do go wrong.

	Establish	Maintain	Restore (R3)
Definition	Intentional practices to cultivate building positive relationships with each pupil	Proactive efforts to prevent relationships quality from diminishing over time	Intentionally repairing harm to relationships after a negative interaction
Practical strategies	1:1 Sensory ELSA TIS affirmation Drawing and talking Sensory Zones 5:5:5 Opening ended questions Reflective listening WINE Validation EAA TAC meetings for most vulnerable I wish my teacher knew.... Zones of regulation Worry boxes	Friends for Life Positive People Greeting students at the door DOJO's Meet and Greet in the playground Golden time Newsletter merits Student daily sessions I can try tokens...	Reconnect, Repair, Restore Restorative questions Taking responsibility for negative reactions Choice wheel (what can I do) Engagement in mutual problem solving Draw a line/ Fresh starts

Teaching Learning Behaviours

At Worple we believe that ensuring children are taught ‘good learning behaviours’ explicitly will create a positive climate for learning, therefore reducing the need to **manage** behaviour. Children who are aware of their own behaviour and who can self-regulate and deploy coping skills, will be less likely to misbehave at school and will be developing critical **skills for life in their future**.

All school staff play their part in teaching, modelling, maintaining, and reinforcing good learning behaviours. This learning is delivered through the taught curriculum and implicitly through the ‘hidden curriculum’ in school.

Learning behaviour	Explicit teaching opportunities
Emotional learning behaviours: Inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence.	<ul style="list-style-type: none"> • PSHE (1 decision) • SEAL • Friends for life • ELSA • Positive People • Drawing and Talking • Art feelings book • Assemblies- School and class
Social learning behaviours: Pupil relationship with teacher, pupil relationship with peers, collaborative learning, and bullying.	<ul style="list-style-type: none"> • Greetings at the door • Sensory zone • 1:1 reading • PSHE • Assemblies
Cognitive learning behaviours: Motivation, growth mindset, working memory/ cognitive load, and communication—improving	<ul style="list-style-type: none"> • Pre-teaching • Modelling • Over learning

through effective teacher-pupil dialogue, modelling	<ul style="list-style-type: none"> • Intervention • Rewards • Conferencing • 1:1 work • DOJOs
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Sanctions

We do recognise in school that school rules and expectations can sometimes be violated by the children, and it is important that when this does occur, the children understand that there will be a consequence. Additionally, the school will use these times as opportunities to reinforce the behaviours expected, and provide support where necessary to individual children so that they are able to meet the expectations and follow the 4 school rules.

The consequences ladder sets out the kinds of negative behaviours that would not be accepted within the classroom or during unstructured time and the sanctions that would be executed should these behaviours incur. It is also establishing the restorative approaches that would be used following these behaviors in order to ensure that the child is able to learn from their actions and restore the damage to any relationships

Consequence ladder for behaviour during structured time

	Behaviour	Strategy	Consequence	Restorative	Who?
Class Teacher	Wave 1 Shouting out Not following instructions Rude Distracting others	<ul style="list-style-type: none"> • Non-Verbal warning • Verbal • Yellow • Red (consequence given) 	<p>Remove child to adjoining classroom</p> <p>Child's age and SEND needs would be taken into consideration at this stage</p>	<p>Child misses' part of play CT follows up with child in this time addressing the behaviour that caused a red card. Situation is dealt with and line is drawn under it For a SEND child it may be necessary to do specific work on class rules using visuals and social stories</p>	<p>Class teacher Teaching Assistants SMSAs</p> <p>Assistant SEND</p>
Pastoral Lead	WAVE 2 Three Red cards in one week	<ul style="list-style-type: none"> • CT and child meet with CP/ pastoral lead • Parents contacted • Behaviour monitored across week, verbal targets agreed 	<p>Loss of Lunchtime Child's age and SEND needs would be taken into consideration at this stage</p> <p>Behaviour Plan</p>	<p>During lunchtime child completes reflective activities and targets agreed with Pastoral lead for following week</p>	<p>Class teacher SMSA Pastoral lead Assistant SEND</p>

Consequence ladder for behaviour during Unstructured Time

	Behaviour	Strategy	Consequence	Restorative	Who?
SMSA	Wave 1 Not following instructions Rude Being unkind to other children Not playing fairly	<ul style="list-style-type: none"> • Non-Verbal warning • Verbal • Yellow • Red (consequence given) 	<p>Remove child to bench/ time out area allow time to cool down</p> <p>Child misses' part of Play/ Lunchtime</p> <p><i>Child's age and SEND needs would be taken into consideration at this stage</i></p>	SMSA follows up with child addresses why they are having time out and helps them understand how not to repeat behaviour	SMSA Assistant SEND
A child who has been given a consequence and returned to play does not need a further unpicking of the incident. A quick handover to class teacher is fine					
Pastoral Lead	WAVE 2 Three-time outs Persistent and aggressive arguing with friends Pushing and shoving Deliberately sabotaging games	<ul style="list-style-type: none"> • Lead SMSA intervenes • Child is asked to sit out and cool down • At end of playtime SMSA feeds back to CT, who then raises to Pastoral lead 	<p>Loss of a Lunchtime <i>Child's age and SEND needs would be taken into consideration at this stage</i></p> <p>Behaviour Plan put in place with PL or SENDco for support</p>	During lunchtime child completes reflective activities and targets agreed with Pastoral lead for following week	Class teacher SMSA Pastoral lead Assistant SEND
If a child on behaviour targets is not making progress after 1 week, review meeting will be called earlier. Escalate to internal exclusion day where work is done with child around targets and other strategies may be agreed i.e. reduced time in classroom, less time in playground etc. There will be increased communications with parents at this stage. After internal exclusion child will be					
SLT	WAVE 3 Physical fighting Swearing Danger to themselves or others Persistent poor behaviour	<ul style="list-style-type: none"> • Remove child from playground • Call for SLT to support • 	<p>CP call home SLT send letter Individual targets and agreed behaviour plan Session check in daily Internal exclusion Reduced time in class and reintegration programme may be needed</p>	<p>Choice wheel Restorative questions pack completed with child (CP) Isolation Zone Individual work packs supplied by CT Review meeting at end of 2 weeks (TAC)</p>	Class teacher SMSA Pastoral Lead SLT
SLT	WAVE 4		Fixed Term Exclusion		

SEN Children

We recognise that some pupils require extra support/ differentiated opportunities in order for their specific needs to be met. We will make reasonable adjustments when applying our behaviour policy to individual pupils with SEND. It is important that all staff recognise that for some children, they may need more time and consideration when applying the behaviour policy. Strategies such as visual support, social stories and specific work around the incident may be needed. In these cases, preventative and proactive measures to manage behaviour will be drawn up by the teacher, pastoral lead, assistant SENDco and external agencies. PSP meetings will provide opportunities to set specific targets and review them regularly.

Staff Training development

In order to ensure that this policy is effectively implemented across the school staff training is and will always be necessary. Staff will be trained to:

- Understand their role and actions that may be required of them in and outside of the classroom
- Relate to children in ways that alleviate their suffering, support their learning and make them feel cared for and appreciated
- Know how to respond to children who are in distress/ stress states in ways that help them to emotionally regulate, feel psychologically safe and develop the capacity to handle stress well over time
- Learn how to relate with children in ways that enhance their self-esteem, confidence and develop feelings of psychological safety
- Know how to listen and empathise when children want to talk about painful issues and help them to reflect and resolve
- Develop an in-depth understanding of what it's like for a child to suffer from specific mental health problem (e.g. depression/ anxiety and feel confident in offering them accurate empathy, understanding and key psycho-education without inferring meaning
- Develop an in-depth understanding of the long-term impact of specific adverse childhood experiences and how to enable the child or teenager to work through feelings of anger and traumatic loss
- Employ strategies for early intervention (early indicators of mental health difficulties) know limits of competence and refer on to other agencies, when these are available
- Feel more confident in distinguishing developmental trauma from possible diagnosis of ASD, ADHD and FAS and be able to challenge misdiagnosis

Monitoring and Evaluation

Monitoring is carried daily by teachers

Pastoral manager monitors through CPOMs and day to day inputs

SLT through lesson observations and whole school monitoring activities

There is a termly behaviour report which is used to identify trends and monitor how effectively this policy is being implemented

Links to other school Policies

Exclusions

Sex and Relationships Policy

PSHE

Staff Code of Conduct

Safe guarding and Child Protection

Anti-Bullying policy