



# Policy for Behaviour and Relationships

Wellington Primary School

<b>Approved by:</b>	Governing Body	<b>Date:</b> October 2022
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## Aims

The aim of this policy is to show how the school develops a positive, caring environment in which each child is valued and develops their self-esteem, self-respect and respect for others including respect for each other's cultural identities.

At Wellington Primary School, we are recognised as holding the silver level of the **Rights Respecting Schools Award** which is based on the UN Convention on the Rights of the Child. Adults and pupils are guided by the Rights Respecting articles, enabling everyone to recognise and understand the rights of all pupils in the school. From these, children can gain greater understanding of each other, interact with each other in a more positive way and begin to take control of resolving any behaviour issues themselves. As children understand and show respect for the rights of others, so their behaviour and relationships with others improve. Children feel confident to discuss behaviour issues with their peers and adults in a safe and supportive environment.

We seek to develop in the children a sense of responsibility and increasing independence in school life through building confidence and self-esteem. Wellington Primary School is a harmonious community, whose values are built on mutual trust and respect for all. The Behaviour Policy is therefore designed to support the way in which all members of the school can work together. It aims to promote an environment where everyone feels happy, safe and secure.

The promotion of good relationships is important so that we can work together with the common purpose of helping everyone to learn.

Our school is invested in supporting the very best possible relational health between:

Parent and child

Child and Child

Child and school staff

Parent and school staff

School staff

School staff and Senior Leads

School staff and external agencies

Our behaviour and relationships policy is one that models enquiry, reflection, resolution and interactive repair (e.g. restorative conversations) for our whole school community including both staff and pupils.

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. Wellington Primary School aims to provide high quality learning experiences, in a stimulating, safe and happy environment, through which our children can maximise their abilities and talents and thrive in society.

The school provides opportunities to help children develop the skills they need to investigate, make sense of and communicate with the world around them; in order to become responsible, healthy members of the community.

The school promotes positive attitudes to work. Children establish sound work habits. We firmly believe that praise and recognition of good behaviour, effort and achievement promotes a school ethos in which we all feel valued and respected.

The management of behaviour includes every aspect of our school and community life and can never be seen in isolation. It is only when a school and community move forward together in a spirit of co-operation and mutual respect that a behaviour policy can hope to achieve success.

### **UN Convention on the Rights of the Child**

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child.

- In this policy, we are working towards the following articles:  
Article 28 - We have the right to an education. Discipline in schools must respect children's dignity and their rights.
- Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures.
- Articles 12 - We have the right to express our opinion on all matters affecting us.
- Article 19 - We have the right to be protected from all forms of violence.

Our approach to managing behaviour is based on developing our children's understanding of these rights and their role in ensuring these rights are enjoyed by all pupils in our school community.

All members of the school community have the responsibility to work towards upholding these rights and achieving the school aims:

### **At Wellington Primary School, we aim to:**

- Promote high standards of behaviour;
- Promote self-regulation amongst the children;
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and all children can grow academically, socially and emotionally.
- Ensure mutual respect between all members of the school community, for belongings and the school environment;
- Ensure the school is a safe place for all members of the community;
- Treat everyone with respect;
- Value the contribution each individual makes to the life of the school;
- Promote positive behaviour and conduct in and out of school;
- Develop children's social skills and communication skills;
- Foster independence, a sense of personal responsibility and self-regulation in a caring and safe environment;
- Encourage children to develop mediation and negotiation skills to help resolve differences and ask for adult intervention if necessary;
- Work in partnership with all members of the community;
- Ensure that a balance is reached whereby positive behaviour is recognised, rewarded and praised and where sanctions are used consistently and applied fairly, making apparent the distinction between minor and serious offences.

## **Our aims are achieved when:**

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour;
- A positive school atmosphere is created which is caring and supportive and in which children are able to reach their personal best;
- The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices;
- Children are provided with good role models;
- Children and parents understand the hierarchy of consequences which are a natural outcome of inappropriate behaviour and which are applied within the school in a calm and considerate manner.

## **Objectives**

Children understand the behaviour that is expected throughout the school day, through a constant awareness and consistent application of school rules.

- Any harassment or abuse, verbal or physical, is therefore unacceptable.
- An action that causes physical harm is unacceptable.
- The inhibition of learning is unacceptable.
- Causing damage to property or the school environment is unacceptable.

We believe that the most effective strategy for developing a positive school ethos is positive reinforcement. Consistency of approach, reputation and use of the pronoun 'we' in terms of relationships within school, are significant ingredients in securing commitment to the school ethos.

## **Consistent use of positive encouragement is used to:**

- Create a positive school environment;
- Increase children's self-esteem;
- Reduce the number of poor behaviour choices;
- Promote a model for good behaviour and relationships.

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour;
- Positive attention when choosing positive behaviour;
- Special mentions in assembly;
- Achievement Merits and Certificates;
- Positive messages home verbally;
- Rewards such as stickers and team points and other methods teachers may use in their class.

Any deviation from expected and appropriate behaviour will result in appropriate sanctions being used. Constant good behaviour is acknowledged through a range of rewards such as weekly / termly / end of year reward system and also through our daily Class Dojo scheme.

At Wellington we use a system of actions and consequence, known in school as the Wellington Behaviour Code. (See Appendix 1)

Children are taught to:

- stop and think about choices available to them
- to think about good choices and the consequence of poor choices
- to decide on a good choice
- to act on the good choice

## **School Practice**

### **In school:**

Our school is committed to educational practices which are based around Dr Bruce Perry's pioneering work around relationship a trauma informed practice - Protect, Relate, Regulate and Reflect:

#### **Protect**

- We use increased 'safety cues' in all aspects of the school day, e.g. 'meet and greet' at the school entrance and regularity and consistency in our approaches as staff
- Staff have received training in Dan Hughes 'PACE' modes of interaction (Hughes, 2015): being warm, empathic, playful and curious (proven to shift children out of flight/flight/freeze positions).
- Staff ensure that all interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (fight/flight/freeze).
- There is a whole-school commitment to the use of nurturing voices, no shouting, put-downs, criticisms, or shaming within all relationships, in order to promote a kind and nurturing learning and working environment.
- Pedagogic interventions are used across the school which help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally-available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative person is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access our calmer, smaller playground with an emotionally regulating adult).
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement.

#### **Relate**

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

### **Regulate**

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.
- The emotional well-being and regulating of staff is treated as a priority to prevent burn-out, stress related absence, or leaving the profession through stress-related illness.
- Designated staff only spaces

### **Reflect**

- Continuing CPD for staff in the art of good listening, dialogue, empathy and understanding -staff to pupil and staff to staff
- PSHE (Personal, social, and health education) and psycho-education as preventative input, informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular PSHE and SRE SRE content, through our Jigsaw programme enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Continuing CPD for staff to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing children's negative self- referencing and helping them develop positive, coherent narratives about their lives.

### **In class**

A class charter is negotiated between the children and their class teacher at the beginning of each school year; these are displayed in the classroom using vocabulary children can understand easily and are linked to the UN Convention on the Rights of the Child. These charters are designed to promote a purposeful and respectful learning environment and to ensure movement around the school is in a calm and safe manner.

The promotion of positive behaviour and conduct can be helped by the following:

- classroom layout taking into consideration access to resources, equipment, storage and placement of personal belongings;
- Establishing clear and high expectations;
- Maintenance of appropriate routines;
- Grouping of children for activities;
- Planning and delivery of a stimulating and motivating curriculum that engages the learner;
- Using a range of varied teaching and learning styles;
- Fair and consistent application of rewards and sanctions;

- Class room rules on display;
- Consistent and frequent use of praise.

(See Appendix 2 for Good Classroom Management at Wellington Primary School)

### **At playtime and in the Playground:**

High standards of behaviour and courteousness are expected at all times, including before school and after school. (See Appendix 4 Procedures for Playtimes and Lunchtimes)

Playground rules and general School Rules have been compiled in collaboration between staff and children. They are on display inside each learning area, outside in the playgrounds and in the school hall. (See Appendix 5 - School Rules and Playground Rules).

### **The Curriculum at Wellington**

This reflects the needs of our children. We strive to make this motivating and engaging. All children have access to a curriculum that develops a range of skills, attitudes and knowledge. There are links to the PHSE curriculum with the Jigsaw Scheme of Work and our work on rights and the UN Convention on the Rights of the Child.

Activities include the following (some activities will offer training to support the children in particular roles):

- Use of circle and discussion time
- Use of photos and pictures
- Drama and ICT
- Lunch time social skills clubs
- Extra-curricular activities
- School council
- Rights Respecting Team
- Peer mediators and playground buddies
- Environmental Officers
- Sports Play Leaders

### **Rewards**

#### **Good to Be Green**

How Good to Be Green is organised:

Good to Be Green is used in school to promote and reward good behaviour.

All the children begin each class session with their name on the green card (displayed clearly in class). If a child does not adhere to agreed class charter or school rule their name will be moved onto the 'Be Careful Yellow Card'. If the child continues to break the class charter or school rule they will be moved to the 'Red Consequence Card'. However, if there is an improvement in their behaviour the teacher will move them back up to the 'Good to be Green' card. Alongside this Green to Red system, we also promote our Silver and Gold cards. Those children who are continually making good choices in the class will first be moved from Green to Silver and then from Silver to Gold.



In cases of severe misbehaviour (fighting, vandalism, defying an adult, bullying, inappropriate challenge, threat of violence towards another child or adult, intimidation, violence or disrupting the class from functioning) the child would not receive a warning but would jump to an appropriate stage. In these cases, the parents will be notified of the incident and informed as to what action was taken.

### **Class Dojo**

The school use the online Class Dojo system to promote positive behaviours within the school day. These are given in line with the class charter and promote all elements of our holistic pastoral curriculum – for example, working as a team, perseverance, good listening etc...

Class teachers and other school community adults can allocate Dojo's to their classes and children in their care when these attributes are demonstrated.

Class Dojo's can also be rewarded for excellent whole class effort or team work.

At the end of each half term children and classes with the most Dojo point are rewarded in the Dojo shop. Dojo points are also mentioned on our school newsletter each week.

### **Other rewards are as follows:**

- Merits can be awarded for outstanding academic work.
- A visit to the school Class Dojo shop is given for those who achieve the most number of Dojo points each half term;
- Extra playtime is used for classes that have behaved well during playtimes for a whole week;
- Certificates and Special Mentions given in assembly;
- Privileges and positions of responsibility;
- Stickers will be awarded by adults in school for positive behaviour.

### **Consequences and Restoration**

When children are unable to follow our behaviour and relationships expectations, all staff are expected to deal with them in a calm and consistent manner. It is important that the consequences of poor behaviour are presented to the children as a choice. This places responsibility for behaviour on the child. Furthermore, we believe that the child themselves should always be positively acknowledged; it is their behaviour choices that are inappropriate. Consequences should not be seen as punishment but rather as a natural outcome of poor behaviour choices. After a child receives a consequence, it is important to find the first opportunity to praise good behaviour and so reduce the attention away from bad behaviour.

Consequences may include:

- Time out in class;
- Time out in another class;
- Loss of privileges, e.g. classroom jobs;
- Loss of breaktime or lunchtime play;
- Speak to the Assistant Headteacher, Deputy Headteacher or Headteacher;
- Parents are contacted and informed of the incident

Consequences used must, to some extent, depend on knowledge of the child, particularly those identified with emotional and behavioural difficulties. Class teachers must follow up and monitor incidents in the first instance. Senior members of staff may be involved in more serious incidents.

### **Lunchtime Supervision**

The lunchtime supervisors have the same authority as all other school staff with regards to discipline. Each supervisor will note unacceptable behaviour at lunchtime and report incidents to the class teacher at the end of the lunchtime period.

Consistent with all other staff, Lunchtime Supervisors will focus primarily on reinforcing good behaviour through the use of positive praise and encouragement. Footballs are only allowed in designated areas of the school playing area. Play equipment is provided at lunchtimes and the appropriate use of this equipment should be modelled to the children by lunchtime staff.

Serious incidents are reported by the class teacher to parents. Parents may be asked to pay for damage to school property or vandalism resulting from their child's inappropriate behaviour.

### **Breaktime Supervision and Out of Class Behaviour**

Children are supervised into and out of the classroom area before school, at breaktime, at lunchtime and at the end of the school day. Children should be reminded of how to move around, enter and leave the school building in a safe and sensible manner. Before school, and during morning and afternoon play breaks, teaching staff and non-teaching staff will be on duty on a rota basis. The duty teacher will be responsible for deciding if it is indoor or outdoor play, dependant on weather conditions. If children are kept in at break or lunchtimes, an adult will remain with the child/children. No child will be left unsupervised. Children are permitted to bring one small fruit snack for morning break time; alternatively, families can buy fruit for a small charge from our school service.

### **Persistent Disruptive Behaviour**

If a child persists in making poor behaviour choices, then there are a variety of options that may be taken:

- A behaviour monitoring/ report card may be issued;
- The child may spend some time working away from their class;

It is important that teachers and children begin each day with the highest of expectations. Consequences accumulated on one week will not roll over to the next week; each child will begin each session on the Green Card.

Occasionally, individual reward charts may be used for some children who may be experiencing emotional and behavioural difficulties.

There may be occasions when children are provided with "On Report" cards. These children are set daily targets to achieve with progress monitored by the headteacher or deputy headteacher and their parents.

Procedures for more serious incidents may include:

- For persistent unacceptable behaviour a report card will be issued by member of SLT / Headteacher / Deputy / Assistant Head to monitor improvements to behaviour. Behaviour will be discussed with parents. Staff and parents will need to complete the child's report card daily and return this to school.
- Children who continuously disrupt learning are seen by the Headteacher to discuss their inappropriate behaviour.
- If there is a repetition of the behaviour after this, the child's parents will be asked to come into school to agree specific actions with the teacher and the Headteacher to ensure future good conduct. The date of the meeting will be agreed with the parents.
  
- If the inappropriate behaviour persists, the child may be excluded from the classroom. A child's timetable may be reduced and parents asked to collect the child at an agreed time.
  
- Children may be excluded internally from the classroom or from the school for persistent disruptive behaviour, aggressive or violent behaviour towards children or staff. Fixed term and permanent exclusion procedures follow LA and DfE guidelines and procedures.

Every effort will be made to reinforce positive choices for the child and school staff are committed to inclusion. However, it is important for children to understand the consequences of their actions and how this affects their learning and that of their peers alongside the health and safety of themselves and others.

## **Praise**

As a school we recognise that praise is one of the most effective means of positive recognition. Praise in school is used to reinforce to individuals and groups of children the positive aspects of particular behaviour. It develops in the children a belief in themselves, raises self-esteem and confidence. It recognises effort, progress and achievement and can be used to show appreciation for contributions.

As well as recognising appropriate behaviour, praise can be used to prompt those children who are choosing to misbehave in order to help them change their behaviour. Praise teaches children that they receive attention through good behaviour choices.

Wellington Primary School recognises that using praise effectively can:

- aid the ethos and community in school;
- encourage a warm and positive atmosphere;
- promote self-esteem;
- reinforce rule following and draw children's attention to appropriate behaviour;
- develop more positive dialogues about attitudes
- become infectious and rewarding

(See Appendix 3 Strategies for using praise to develop behaviour)

## **School Visits and Out of School Activities**

We feel this type of activity is very beneficial. Three basic rules are reinforced with the children prior to leaving the school site along with other health and safety concerns and assessed risks:

- To follow all adult instructions quickly and without question;
- Be polite, truthful and caring towards members of the public that the children might meet.
- For the children to behave appropriately when in public.

At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out particularly when a child whose behaviour whilst at school or during a previous visit gives cause for concern. Parents may be required to accompany the child on the visit. The headteacher in consultation with the class teacher reserves the right to refuse to take a child whose behaviour may endanger the Health and Safety of themselves or others.

**Schools response to Bullying** (See separate Anti Bullying Statement and Parents leaflet)

### **BULLYING WILL NOT BE TOLERATED**

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically

Bullying is a cowardly act which arises from a wish to hurt, threaten or frighten someone.

Bullying can be defined as repeated:

- Physical – pushing, pinching, hitting or kicking
- Verbal – name calling, teasing, taunting or threatening
- Silent – isolating the victim by ignoring or excluding
- Rude Gestures
- Intimidation
- Deliberate damage to the victim's property
- Taking money without permission
- Bullying affects everyone and not just bullies and victims. It affects those who observe it and those who may be drawn in through group pressure.
- Bullying is NOT an inevitable part of school life, NOT a necessary part of growing up and it does NOT usually sort itself out.

### **Children's Response to Bullying:**

Through our Jigsaw PSHE lessons, children at Wellington Primary School are taught that bullying is:

- Something that happens repeatedly; it is not a one-off falling out;
- It is deliberate;
- It is unfair; the person doing the bullying is perceived as being stronger or more powerful;

Children are encouraged to respond in the following ways:

- Say loud and clear 'STOP';
- Tell your Mum or Dad or your Carer;

- Tell any adult in school;
- Make friends with people who are being bullied;
- If you see bullying, report it;
- Do not stand and watch.

## **Roles and responsibilities**

### **The Governors roles are to:**

- Oversee the implementation of the Behaviour and Relationships policy and support the Head teacher and senior schools staff to ensure the school fulfils the aims set out above;
- Monitor serious incidents leading to exclusion and convene discipline and appeals panels as necessary;
- Ensure this policy is monitored and reviewed regularly.

### **The Headteacher / Deputy Headteacher roles are to:**

- Implement and monitor the Behaviour and Relationships policy on a day today basis;
- Ensure the policy has been distributed to all in the school community and that staff are aware of their responsibilities;
- Advise the Governors on the implementation, including training needs and resources required as part of the School Development Plan;
- Ensure the policy is reviewed with staff;
- Ensure the school complies with DfE and LA guidelines on child exclusion.

### **Senior Leaders roles are to:**

- Implement the policy on a day to day basis in accordance with agreed procedures;
- Provide support and advice to colleagues;
- Inform HT / DHT / AHT of any serious issues or concerns about individual children;
- Identify and communicate training needs with CPD lead

## **Special Educational Needs**

Children who present persistent behavioural difficulties will be registered on the SEN register under Social Emotional and Mental Health Concerns once discussions have been held with parents. This is managed under the school's Special Needs Policy and, where necessary, outside agencies may be involved (e.g. CAMHS, MHST or our Educational Psychologist).

### **SENDCO role is to:**

- Provide support and advice to colleagues for children with emotional and behavioural needs;
- Ensure Provision Maps are drafted and reviewed and appropriate targets set;
- Refer more serious cases to CAMHS, Hounslow MHST, Educational Psychology or other support service for advice or assessment;

- Inform HT/ DHT of serious issues or concerns about children.

#### **The roles of all other staff:**

- Ensure policy and procedures are known and used;
- Follow procedures in referring children to senior staff, SENDCO, DHT / AHT / HT.

#### **Lead Behaviour Professional role is to:**

- Meet regularly with identified children;
- Set targets and monitor progress of behaviour;
- Discuss issues and review children with SENDCO / DHT / HT as necessary.

#### **Parents role:**

We hope that you will agree that we need to work together to make your child's life happy and secure so that all children will be best able to benefit from the opportunities available at our school. Parents and children should be reassured that all reports of bullying are fully investigated and parents will be kept informed.

#### **Monitoring and Review**

This policy is renewed regularly by the whole staff team. It is used consistently by all staff in school to promote positive relationships in our school community.

#### **Success Criteria**

##### **The Behaviour Policy will be monitored against the following:**

- The number of fixed term and / or permanent exclusions;
- The school being judged as a happy and successful school where children feel secure and safe;
- Through consultation with children, school council, School Self-evaluation, OFSTED, Local Authority Reviews;
- Questionnaires to parents, staff and children.

Wellington Primary School  
Behaviour and Relationship Policy

Dear Parents and Carers,

We are pleased to attach a copy of the School's Behaviour and Relationship Policy. Please could you spend time reading the policy and discuss it with your child as this will reinforce the work we are doing in school. Once you have read the Behaviour Policy, please sign and return the slip below to school. Thank you for your support in the education of your child.

Yours sincerely,

Mrs Norton

To the Headteacher, Wellington Primary School

I have read and understood the Behaviour Policy.  
I understand that the school will reward the good behaviour choices that my child makes. I understand that should my child make poor behaviour choices this will result in a consequence. I will encourage my child to make the right choices and to help them consider the consequences of these choices.

Signed:

Parent or Legal Guardian with responsibility for the named child

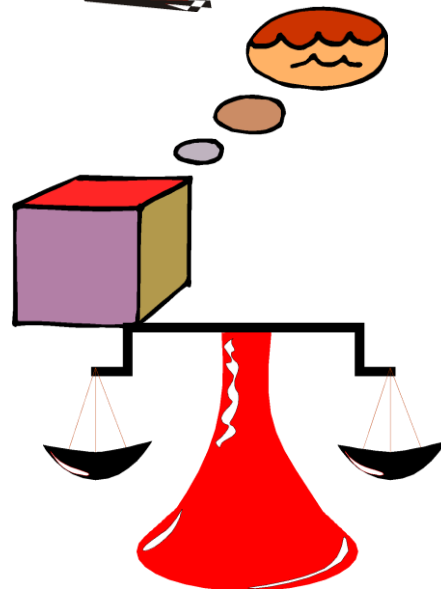
Child's Name:.....

# Wellington Behaviour Code

**Stop**



**Think**



**Choices**



# Decide

# Act



## Appendix 2: Good classroom management at Wellington Primary School

### Appendix 2 – Good Classroom management at Wellington Primary School Classroom Layout:

Please consider the following:

- Arrangement of children's tables, particularly in relation to the interactive whiteboard and other key teaching resources;
- Use of floor space, including carpet area;
- Location of resources and equipment;
- Use of wall space, ceiling and display;
- Location of storage and teacher / assistant's administrative area;
- Organisation of provision for personal belongings of children.
- Workstations for those with additional needs

### Developing Routines

Routines are vital in good behaviour management.

Routines may be established for:

- Entering and leaving the classroom;
- Handing out materials;
- Marking and Feedback
- Indicating that children require the attention of the class or teacher;
- Transition between activities;
- Making up non-completed work;
- What to do when work is completed;
- Distribution of administrative information;
- Going to the toilet;

- Water breaks and playtime snacks;
- Getting started and end of day.

### **Establishment of class charter**

Discuss with the class the importance of good behaviour and co-operation and negotiate a clear class charter. These should be positively phrased.

### **A Class Charter should be:**

- Succinct and catchy, with actions linked to the rights in the UN Convention on the Rights of the Child;
- Negotiated with the children;
- Flexible - open to re-negotiation;
- Positively phrased;
- Teachable and enforceable;
- Clearly displayed for easy reference;
- Frequently read through and referred to;
- Usually general and exemplified by routines; e.g. Action 'Be polite.' Routine for discussion activity: 'Listen when others are speaking and take turns to speak.'

## **Appendix 3: Strategies for using praise to develop behaviour**

### **Rules - Praise – Ignore**

Rules-Praise-Ignore is a structured behaviour management system and is dependent on the following aspects of teacher behaviour;

- The negotiation of a clear set of rules with the class.
- A high rate of praise.
- Use of rule-related praise.
- Ignoring of secondary behaviours
- Use of brief, simple correction procedures.

The essence of Rules-Praise-Ignore is the teaching of appropriate classroom behaviour through positive monitoring and feedback.

### **The language of praise**

When making comments about children's efforts take care not to place value judgements on what they have done and seek to avoid making positive comments in a critical manner. Values and opinions should be expressed in such a way as to help children believe in themselves.

Try not to overuse value-loaded words at these moments (e.g. good, great, excellent etc.) Substitute these with phrases which show the child more specifically what he/she has to be proud of:

#### **Phrases that demonstrate acceptance.**

"I like the way you handled that."

"I like the way you tackle a problem."

"I'm glad you enjoyed the work you did in class today"

"I think that's fine. How do you feel about it."

#### **Phrases that show confidence.**

"Knowing you, I'm sure that you will do well."

"You'll make it."

"I can trust you to do that."

"I think you can work that one out for yourself."

#### **Phrases that show appreciation by focusing on contributions and abilities.**

"Thanks, that helped a lot."

"It was thoughtful of you to..."

"Thank you, I really appreciate .... because it makes my job much easier."

"I need your help on ..."

"I really enjoyed working with you"

“You can do really well. Would you like to do one for the class?”

**Phrases that recognise effort and improvement**

“It looks as if you have put a good deal of work into that”

“Look at the progress you've made.” (be specific - tell how)

“You're really improving in...” (be specific)

“You may not feel that you've reached your target, but look how far you've come.”

## Appendix 4: Procedures for playtimes and lunchtimes

Playtimes, including lunchtime play

Staff	Children
<ul style="list-style-type: none"> <li>● If away on trips / courses arrange a duty exchange;</li> <li>● Duty teacher blows whistle promptly for morning and afternoon playtimes.</li> <li>● Monitor all areas of the playground to ensure a safe environment for all children;</li> <li>● Stop any unsafe play including 'play fighting' immediately;</li> <li>● Send children with minor injuries accompanied by another child to the welfare room;</li> <li>● In case of more serious injury, one adult accompanies child to welfare room or First Aider is sent for to attend child in playground.</li> <li>● Send outside any child found in the building unsupervised;</li> <li>● Grant permission for children to stay in only in exceptional circumstances e.g. to complete a specific task or project and supervise fully any children to whom such permission has been given.</li> <li>● At the end of play blow whistle twice (a third whistle may be used as a reminder).</li> </ul>	<ul style="list-style-type: none"> <li>● Walk quietly to their class and line up;</li> <li>● Take coats if needed;</li> <li>● Follow playground rules;</li> <li>● Follow rotas and rules for playground equipment and play areas;</li> <li>● Play ball games only in allocated areas;</li> <li>● Play safely on the climbing equipment (children playing in an unsafe manner will lose the right to play on that equipment for the rest of play);</li> <li>● Ask permission to enter the building for any reason.</li> <li>● All children are expected to go out to play unless an alternative arrangement has been made e.g. for serious injury/illness;</li> <li>● Injured children must remain in a supervised area i.e. school library (after speaking with HT / DHT) or welfare room with full knowledge of the class teacher and leadership team.</li> <li>● Walk to class line and line up without talking (sitting if the weather is fine and warm).</li> </ul>
<p><b>Wet Play</b></p> <p style="text-align: center;"><b>Staff</b></p>	<p style="text-align: center;"><b>Children</b></p>
<p>Duty Staff</p> <ul style="list-style-type: none"> <li>● Decide the status of the playtime and send a message to all classes before playtime begins;</li> <li>● Members of staff patrol classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● Stay in class except to visit the toilet with permission.</li> <li>● No tools or scissors to be used at wet play.</li> </ul>

### **Additional procedures for lunchtime**

- Lunchtime staff (School Meals Supervisory Assistants - SMSAs) arrive in school in accordance with their designated site (infant/junior)
- Classes go to the playground to play until the SMSA in charge signals it is time for them to enter the dining hall;
- When directed to enter the dining hall, children taking packed lunch sit quietly at an allocated table;
- Children taking school dinner stand in line in a quiet and sensible fashion awaiting their turn to choose dinner;
- Inside the dining hall children may talk quietly;
- Unacceptable behaviour at lunchtime is dealt with by the SMSA's, minor infringements are reported to class teachers directly, more serious incidents are reported to the Head Teacher, Deputy or senior member of staff.
- Children are not allowed in school at lunchtime unaccompanied.

### **Appendix 5: Wellington Primary School Rules and Playground Rules**



Wellington  
Primary

# Our School Rules

At school we listen to  
and follow adult instructions.



We treat everyone at school  
with respect.



We will treat the school building  
and all property with respect.





Wellington  
Primary

# Our Playground Rules

Treat every one and all equipment  
with respect.



Be kind to each other.



Share games and equipment.



Ask a peer mediator or an adult  
if there is a problem.



Listen and follow adult instructions.



Use please and thank you, talk nicely  
to everyone.





# Behaviour policy – Returning to school, September 2021 (COVID-19)

## Expectations of parents/Carers

- If possible ONLY 1 Parent/Carer to enter school site to bring child(ren) to school
- If siblings need to enter the school site - Pre-school children must stay with Parent/Carer at all times (e.g. strapped into a buggy, holding hands, reins)
- Ensure social distance from other adults whilst waiting for doors to open – as per government guidance (please do not arrive too early to avoid congregation)
- Parents/Carers not to enter school building
- Collect your child as Soon as Possible (ASAP) if called regarding illness/symptoms

## Expectations of children

- Normal behaviour rules/rewards/sanctions apply – **as seen in full policy**
- Where appropriate children should try to not touch each other directly, children will be reminded by teachers and parents are asked to support with reinforcement
- Children to wash hands/sanitise when entering the building, morning, break time and lunchtime - and at regular intervals throughout the day
- Children to follow any signs and special routes in place (e.g. one-way system)
- Children to use only their own water bottle - parents to ensure that their child's water bottle is clearly labelled, clean and filled each day.
- Children to avoid touching their mouth, nose and eyes and follow the 'catch it, bin it, kill it' advice as seen in posters around the school sites.