



William Law C E Primary School

Behaviour Policy

Policy shared with staff on [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 31st October 2018

Signature: Anna Bertou

Policy to be reviewed on: October 2021

This policy is written in line with the Christian values and ethos of our school

School Values

Within our Christian ethos we look to forgive and for reconciliation.

1. Everyone has a right to feel safe and fairly treated at William Law School.
2. Everyone should treat each other with kindness and respect.
3. Children have the right to learn and adults have the right to teach in a calm and productive environment.
4. Property and the school buildings should be treated with respect.
5. Wherever possible appropriate behaviour should be encouraged by positive means; effective sanctions will be used when necessary.

Tomorrow is a new day.

This policy adheres to the Equality Act 2010 and we recognise all protected characteristics mentioned within the act including; gender, age, gender identify, race, religion, sexual orientation, disability, pregnant women and those who are Married or in a Civil Partnership. As a school we also acknowledge the need to protect the characteristics of children who are economically disadvantaged and those of differing abilities.

Aims

- For there to be a calm, purposeful and positive atmosphere in our Church of England school, where all children can reach their potential.
- For the whole school to have a consistent approach to behaviour that is clearly communicated to children.
- For children to take responsibility for their own behaviour and have pride in their conduct at school.

Class Standards

Children are involved in creating the standards of behaviour that they must aspire to. In the first week of a new school year, in September, every class will draw up their own list of class standards. These will be positively phrased, for example, “walk in the corridor” or “do your best”. There should be no more than ten standards per class, and these should be clearly displayed in the classroom.

The Raise Responsibly System

William Law School uses the Raise Responsibility System. This system develops children’s responsibility when it comes to their own behaviour. It encourages them to make the right choice in all situations in school. When children make a wrong choice, we use these incidences as a learning opportunity. The children reflect on their behaviour and try to improve. It is based upon a hierarchy:

A = Anarchy (Not following school standards, not caring about others)

B = Bothering (Breaking rules, bothering others, must be bossed to behave)

C= Co-operation (Doing what you are told and avoiding trouble)

D = Democracy (Doing the right thing, even when no one is watching)

An example to illustrate this involves a piece of paper lying on the floor. A child behaving at level D would pick it up and put it in the bin because they know it is the right thing to do. A child behaving at level C would co-operate with an adult’s request to pick it up. At level B, a child would kick it around and bother someone else. Whereas, a child behaving at level A would roll the paper into a ball and throw it at someone else.

The hierarchy **A,B,C,D** is clearly displayed in all classrooms and is referred to by all members of staff when discussing children's behaviour and the expectations that we have of them in school. It is vital that all children understand the 4 levels of behaviour and can recognise when they are behaving on each level.

This system enables all children to improve their behaviour as the goal is for them to be consistently at level D, making the right choices in all situations, not because they have been told to by an adult, but because they know it is the right thing to do.

Level C behaviour is the William Law standard. When children's behaviour is on level B or A, all members of staff will follow the steps outlined in the behaviour flow chart (See appendix1). There is a separate flowchart for lunchtimes, although it follows the same principles of children reflecting on and improving their own behaviour (See appendix 2).

Children who are behaving on level B will be required to take time out to reflect. Classrooms will have specific areas for reflection and some teachers may use timers for the time out reflecting. While the children are reflecting they will be asked to complete a yellow reflection form (See appendix 3 and 4). Teachers will then discuss the reflection forms with the child and ensure they are clear on how to make sure their behaviour is level C in future. The forms will then be stored in classroom files.

If a child's behaviour is at level A or they are consistently at level B, they will need to reflect with an adult. Again, they will take time out to reflect, this time completing a red reflection form (See appendix 5 and 6). Children completing red reflection forms will think of their own sanctions for their behaviour. These may include writing an apology letter, completing a chore in school, missing a favourite activity or making up for time lost in their own time. The sanctions should be a natural consequence of the child's actions and should occur as soon as possible after the event.

Red reflection forms will be sent home to parents in envelopes, either directly into the parent's hands, or by post.

If children are consistently behaving at level A and have more than 3 red reflection forms, they will be referred to the Senior Management Team and /or learning mentors in order to draw up an individual behaviour plan.

Rewards

All children and staff in the school are in one of four School Houses (Hope, Persistence, Wisdom and Trust). House points are awarded to children who have gone above and beyond the expectations of their teacher or another adult in terms of their behaviour or work.

1. There are 2 house captains for each house, a girl and a boy from year 6. The House Captains wear a badge to show who they are.
2. House points are put into the relevant containers in each classroom and are collected on a Friday morning.
3. During the whole school assembly on Friday morning the winning house is revealed and has their house coloured ribbons tied onto the house cup which is displayed in the trophy cabinet.
4. Each term, 2 children from each class are selected for a headteacher's excellence award to be presented in a special assembly.
5. Each department recognises "Learner of the Week" in their team assembly.



 D Democracy – doing the right thing even when no one is watching	 C Co-operation – doing what you are told and avoiding trouble	 B Bothering – breaking rules, bothering others, must be bossed to behave	 A Anarchy – not following school standards, not caring about others
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A child is bothering during lesson time. They aren't sticking to classroom standards.

1, A child is bothering in your class. Try an unobtrusive method to encourage them to stop. Position yourself close by, make eye contact with them or praise an "on task" child nearby.

2, Ask the child what level their behaviour is on. Once they have identified that they are bothering, move their picture to the B on the behaviour chart. This is a warning.

3, The child continues to bother others in the classroom. Move the child to the reflection area and ask them to complete the yellow reflection form. This serves as both a timeout and a reflection time. Discuss the behaviour with the child at the end of the lesson and file in class behaviour folder. This is equivalent to a yellow card, but the teamleader is not needed.

4, If a child continues to get yellow reflection forms, they will need to move the child onto the red reflection form detailed below. In normal situations, 2 yellow cards in a week would mean moving to red. Teachers need to use their professional judgement for this. If children are receiving more than one yellow card they should be discussed with parents at parents evening or sooner.

5, If a child is behaving at the "A" behaviour level, not following school standards, or caring about others, the teacher should also begin by asking the child what level their behaviour is on. They should then complete a red reflection form in the classroom with a teacher or teaching assistant. They may need time out and reflection time before they are ready to complete this.

6, At the end of the red reflection form there is space for children to choose their own sanctions. These should be guided by the teacher to ensure that the sanction fits the level of behaviour. For example: writing to apologise for their behaviour; completing a chore in school; going to the red room or missing something they enjoy.

7, red forms should be mailed to parents unless they can be delivered to them by hand at the end of the day. A copy should also be taken and stored in the class behaviour file. Again there is no need for senior management unless the red room is chosen for the sanction. More than 3 red reflection forms and the child needs to be referred to SMT.



 D Democracy – doing the right thing even when no one is watching	 C Co-operation – doing what you are told and avoiding trouble	 B Bothering – breaking rules, bothering others, must be bossed to behave	 A Anarchy – not following school standards, not caring about others
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A child is bothering or bullying others during lunchtime.

1, A child is bothering at lunchtime. Try to anticipate when this is likely to happen. Use an unobtrusive technique to try to prevent a situation occurring. Position yourself near the child, make eye contact or praise someone nearby showing level “C” or “D” behaviour.

2, Ask the child what level their behaviour is on. Once they have identified that they are bothering, check that they understand how to stop the bothering behaviour.

3, The child continues to bother others. Ask the child again what level their behaviour is on. Explain to them that because they have been bothering others they have a yellow card. Report this to their class teacher at the end of lunchtime. It is important that class teachers are made aware of all lunchtime yellow cards, as they will ask the child to complete a yellow reflection form.

4, If a child gets a second yellow card, during the same lunchtime, they should be taken to the red room to reflect on their behaviour with a member of the senior management team.

5, If a child is behaving at the “A” behaviour level, not following school standards, or caring about others, you should also begin by asking the child what level their behaviour is on. They should then be taken to the red room to complete a red reflection form with a member of the senior management team.

6, At the end of the red reflection form there is space for children to choose their own sanctions. These will be guided by the teacher to ensure that the sanction fits the level of behaviour. For example: writing to apologise for their behaviour; completing a chore in school; going to the red room or missing something they enjoy.

7, Red forms will be mailed to parents unless they can be delivered to them by hand at the end of the day. A copy will also be taken and stored in the class behaviour file.



William Law Responsibility System

Child's name _____ Date _____

On what level did you act? (Please circle)

 D Democracy – doing the right thing even when no one is watching	 C Co-operation – doing what you are told and avoiding trouble	 B Bothering – breaking rules, bothering others, must be bossed to behave	 A Anarchy – not following school standards, not caring about others
What did you do?			
What could you do differently next time?			
What will you do?			
Time of day / lesson -			



Child's name _____ Date _____

On what level did you act? (Please circle)

 D Democracy – doing the right thing even when no one is watching	 C Co-operation – doing what you are told and avoiding trouble	 B Bothering – breaking rules, bothering others, must be bossed to behave	 A Anarchy – not following school standards, not caring about others
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What did you do?



What will you do next time?



Time of day / lesson -



Child's name _____ Date _____

On what level did you act? (Please circle)

 D Democracy – doing the right thing even when no one is watching	 C Co-operation – doing what you are told and avoiding trouble	 B Bothering – breaking rules, bothering others, must be bossed to behave	 A Anarchy – not following school standards, not caring about others
Describe what happened.		What about your behaviour makes you think it was level____?	
When you act at this level, what does the adult have to do?		Why don't you want to be treated like this?	
If I had acted at Level D, I could have made these choices...			
As a consequence of the choices I made, I am going to do the following sanctions to put this right...			
Time of day / lesson -			



William Law Responsibility System

Child's name _____ Date _____

On what level did you act? (Please circle)

 <p>D</p> <p>Democracy – doing the right thing even when no one is watching</p>	 <p>C</p> <p>Co-operation – doing what you are told and avoiding trouble</p>	 <p>B</p> <p>Bothering – breaking rules, bothering others, must be bossed to behave</p>	 <p>A</p> <p>Anarchy – not following school standards, not caring about others</p>
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What happened?

How can you make sure your behaviour is D next time?

Because my behaviour was level B or A, I am going to...



Time of day / lesson -

Addendum

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

- spitting
- repeated disregard of social distancing rules
- not staying in their class bubble

We will work together with the child, parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.