



# STUDENT WELFARE AND BEHAVIOUR POLICY (Primary)

WRITTEN/LAST REVIEWED BY: Primary Assistant Head  
RATIFIED BY: PSLT

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## OUR MISSION

### LEADERSHIP THROUGH EDUCATION: CARE, CHALLENGE, INSPIRE

#### Aims

##### Care:

- Provide a framework that outlines our approach to managing both positive and negative behaviour effectively
- Enable staff to manage student behaviour effectively, promoting exemplary behaviour at all times and helping to create an environment in which effective teaching and learning can take place
- Provide a happy, purposeful atmosphere in the school, in which students feel safe, secure and are accorded proper respect as individuals, irrespective of their potential
- Foster good manners, politeness and consideration for others
- Help all members of the school appreciate their self-worth and equally value, consider and respect their needs and the needs of others

##### Challenge:

- Encourage students to reflect on their behaviour, identifying when they have behaved positively or negatively, and how, when the latter, this can be addressed by adapting their approach to school life.
- Promote positive behaviour and response to that behaviour with a restorative approach.

##### Inspire:

- Foster respect for the environment and encourage students to accept a social responsibility towards it.
- Instil respect for religious and moral values and tolerance of other races and people from all walks of life.
- Achieve a whole school approach to the management of behaviour and discipline

#### Community Responsibility

We believe that supporting our students to behave in a positive way is a community responsibility with staff, parents and students working together to ensure that MES Cairo is a happy, safe and productive place.

##### Teachers should:

- Ensure a positive environment in the classroom and school as a whole
- Encourage appropriate behaviour choices
- Manage behaviour positively and respectfully, using appropriate language
- RIP and PIP - Reprimand in Private and Praise in Public
- Praise positive behaviour and reward excellent behaviour
- Be an exemplary model for positive behaviour
- Understand, use and follow the restorative approach to managing student welfare and well-being
- Be aware that students' academic progress is dependent on their personal, social and emotional well-being
- Apply appropriate sanctions carefully and in line with MES policy

##### Parents should:

- Be informed of their child's behaviour through communication from the class teacher and/or a member of the PLT
- Be made aware of our policies and practice, including the restorative approach, in order to have a clear understanding of our expectations for students' behaviour and the procedures that we use to manage it in school
- Be encouraged to support school with the decisions we make regarding students' behaviour

- Inform school of circumstances which may affect their child's behaviour

Students should:

- Understand the practice and procedures involved in the restorative approach
- Support other students in demonstrating the 5 Rs

### **Progressive Reward and Sanction Procedures**

To encourage our students to make good decisions about their behaviour, a Champions Board is used in all Foundation Stage and KS1 classrooms. This board is divided into colour segments to encourage positive behaviour.

### **Foundation Stage**

In Foundation Stage, an age-appropriate version of the 'Progressive Reward and Sanction Procedures' (see Appendices 1 and 2) is followed. The sanctions and rewards should be immediate and always explained to the student in a way that they can understand.

### **Specialist Teachers**

If a teacher, other than the class teacher, uses the classroom, they should use the class Champions Board in KS1 to encourage positive behaviour. Specialist teachers award House Points to encourage positive behaviour and collaboration (5 Rs and Ready, Safe, Respectful) in their lessons.

### **Unacceptable Behaviour**

At MES Cairo, we find the following behaviour unacceptable:

- Bringing the name of MES Cairo into disrepute - in school, online or in the wider community
- Bullying, including cyber-bullying
- Use of inappropriate language with the intent to insult
- Physical abuse - instigating or as a retaliatory response
- Verbal abuse
- Disrespectful behaviour
- Vandalism
- Biting
- Racism
- Encouraging any of the above behaviours

Where students exhibit this behaviour, staff members should immediately inform the Assistant Head of the relevant year group who will have a restorative conversation including all involved; the response to this behaviour would be recorded online as deemed appropriate by the AHT / HT. If bullying is suspected, guidance can be found in the Anti-Bullying Policy.

### **Consequences for Unacceptable Behaviour**

At MES Cairo consequences may include:

- Time out during break for part or whole break
- Break time detentions - decided by AHT
- Alternative Classroom placement
- Internal suspension (alternative Year group)
- Internal solitary suspension
- Exclusion from Cougars, Cougar Cubs, Pioneers, ASAs, trips
- External suspension (Work to be shared bearing in mind expectations of academic progress)

### **Important**

Each situation will be dealt with on a case by case basis taking into account the student's home situation, the individual student and their wellbeing.

A Daily Reflection Chart (Behaviour plan) may be put in place after discussion with AHT. The school proforma must be used/approved by the AHT. The Daily Reflection Chart should be shown to a member of PLT at the end of each day to be signed.

## **Outstanding Behaviour**

In Foundation Stage and KS1, if a student behaves in a way that is outstanding and vastly exceeds our expectations, then the teacher can decide to place the student's peg/photo directly onto Gold at the end of the day, giving reasons for this decision to the student.

In KS2 outstanding behaviour will be rewarded with House Points points linked to the 5 Rs. These should be awarded one at a time.

## **How to Avoid Behavioural Issues**

Whilst there are procedures to ensure that negative behaviour is met with appropriate consequences, teachers are encouraged to develop structures and systems in their classrooms that negate the use of sanctions. These might include:

- Spending time at the beginning of the year developing respectful relationships as a class
- Planning and delivering learning opportunities that provide the correct levels of challenge for the differentiated groups and which suit their learning styles
- Having set classroom routines - in particular morning, transitions and end of day
- Developing a contract or charter (Focus on Ready, Safe, Respectful) which has firm but fair expectations set by the students themselves and is displayed in the classroom
- Separating those students who do not work positively when in close proximity to one another
- Ensuring that extension work is available should a student complete their learning task
- Identifying, celebrating and rewarding good behaviour where it is seen and in conjunction with the Champions Board
- Being consistent in your approach to dealing with unacceptable behaviour and sticking to the progressive range of sanctions that have been agreed upon in this policy
- At all times, remembering to separate the behaviour from the student

## **Online Behaviour**

- The class teacher should be present when students undertake online research to ensure that websites used are appropriate and that any unwanted pop-ups are dealt with quickly
- Google Classroom etiquette and expectations should be shared with students
- Any misuse of devices should be dealt with according to the sanctions procedures - either in school or at home
- This should be read in conjunction with the e-safety policy

## **Managing Behaviour around School**

Lining Up:

- At the end of break, the lining up award will be awarded to classes who line up quickly and quietly and ensure that their area in the playground is tidy of litter
- The lining up award will be recorded on a chart in each year group's pod area to track progress. Each week, the winning class will receive a reward (depending on the year group), which is announced in the weekly Celebration Assembly
- In FS2 points are awarded for morning lines only. The first class to receive 10 points will be rewarded

## **Break Time and Lunch Time:**

Students who exhibit unwanted behaviour that goes against the 5Rs during break time should be dealt with, in the first instance, by the staff on duty in the following way:

- A verbal warning is given, and an opportunity to correct this behaviour
- Failure to do so should result in the student being given time out for 5 minutes under the supervision of a staff member before returning to break
- Aggressive behaviour or rough play that may lead to a fight or verbal abuse should result in a restorative conversations taking place at that time and then a time out for the remainder of the break ie sitting on a bench in the shade
- Consistent negative behaviour over time, should result in a restorative conversation with the classroom teacher and should be recorded on the database. The AHT will also speak to the child and a consequence will be applied
- Interventionists may be called upon to work with students on their social interaction during break times. AHTs to oversee.

If the behaviour falls under the category of 'Unacceptable Behaviour,' as described above, the student, or students, should be sent to the Assistant Head of the relevant Year Group once the teacher who has dealt with the behaviour has spoken to all involved. The behaviour is then recorded online following a restorative conversation.

### **Celebration Assemblies**

Each Year Group holds a Celebration Assembly once a week, where the relevant Assistant Head presents awards applicable to the Key Stage. In Foundation Stage these include Stars of the Week. In Key Stage 1, these include: Stars of the Week, Individual chart certificates, Lining up Awards, House Point team of the week and Book Worm Awards. In Key Stage 2, these include Stars of the Week, Team of the Week, Assistant Head Awards and House Point team of the week.

### **Key Stage 1 Award Charts**

In conjunction with the Champions Board (See appendices 1, 2 and 3), students collect stickers on their own individual chart each time they reach gold. When FS2, Y1 and Y2 students have 5 stickers on their chart, they receive a certificate from the relevant Assistant Head. In FS1, students have to collect 4 stickers before receiving a certificate at the end of the day. There are milestone certificates to mark their 15th etc. Students should bring their individual reward charts to the Assistant Heads.

### **Star of the Week**

Each class teacher awards a Star of the Week to celebrate a student who has performed or behaved exceptionally well during the course of the week. The student receives a certificate in the weekly Celebration Assembly, which is displayed in the pod for a week before being taken home. Years 1 and 2 award 2 Stars of the Week per class. It is not an expectation that every child will receive the award over the course of the year.

### **Wow Work Certificates**

Class teachers can send students who have produced outstanding work to their relevant Curriculum Deputy Head to share and celebrate this with them. They will be awarded with a Wow Work certificate.

### **Assistant Head Award**



In Key Stage 2, each week, the relevant Assistant Head selects one student to receive an Assistant Head Award in the Celebration Assembly. The student is chosen because it is felt that they have set a fantastic example that should be shared and celebrated with other students. Once a month, the recipients of the Assistant Head awards will meet together with the Headteacher of KS2 for a special treat. In Foundation Stage and Key Stage 1, it is also awarded weekly.

### **House Points**

Teachers can award House Points to students when their work consistently meets or surpasses the expectations of the class teacher. These House Points are accumulated within phases, and celebrated during the Celebration Assembly. The winning House at the end of each term will be rewarded with extra break, a film afternoon or something similar (to be decided by the Assistant Head).

### **Golden Time**

In FS1 and FS2, Golden Time is arranged weekly on a Thursday as a treat for all those who have met our expectations. Those students who have not met these will miss part or all of these activities depending on the severity of the incident.

<b>Progressive Reward and Sanction Procedures</b>	
<b>Stage</b>	<b>Foundation Stage 1</b>
Repeated Golds	When students have 4 stickers on their individual sticker chart they will take their chart to the AHT where they will receive a certificate the following day.
	If a student's peg is moved to Gold, positive verbal feedback will be given. If the student's peg is still on Gold at the end of the day they receive a sticker on their personal reward chart.
	If a student's behaviour is above that expected, then their name should be moved to the rocket. Any child on the rocket at the end of the day should receive a sticker from the teacher.
Green	At the beginning of each day, each student's picture should start on the Green section of the Champion Board. The picture should remain on green for as long as the student's behaviour meets our expectations. Positive praise is used to encourage students who are behaving positively.
Orange	If a student's behaviour fails to meet our expectations, they are encouraged by the teacher to reflect on their actions, first of all, and if this type of behaviour continues, their peg should be moved to Orange.
<b>FS1 Communication with parents</b>	
SI 1	If a student is involved in a serious incident and is entered onto the Serious Incident form, by the AHT, the parents are contacted by phone. AHT completes the Serious Incident form (see Appendix 4).
SI 2	If a student is entered onto the Serious Incident Form for a second time, RP will continue; the AHT calls the student's parents and informs them that a formal letter will be sent to them. Parents may be invited for a meeting to discuss participation in school trips.
SI 3	If a 3rd serious incident occurs, the AHT will call and send a Stage 3 formal letter home to parents. Parents will be invited for a meeting to discuss participation in school trips.
<p>Any further Serious Incidents may result in: Meeting the Whole School Director or the Directors of MES Cairo.</p> <p>If a student continues to be involved in Serious Incidents, a meeting will be arranged with the student's parents, Whole School Principal and Directors of MES Cairo to discuss their behaviour and future at MES Cairo.</p> <p>If a student is entered into the Serious Incident log for a fourth time, a meeting will be arranged with the parents, Whole School Principal and Directors of MES Cairo to discuss the student's behaviour and future at MES Cairo.</p>	

<b>FS2 Progressive Reward and Sanction Procedures</b>	
<b>Stage</b>	<b>Foundation Stage 2</b>
Repeated Golds	When students have 5 stickers on their individual sticker chart they will take their chart to the AHT where they will receive a certificate the following day.
Gold	If a student's peg is moved to Gold, positive verbal feedback will be given. If the student's peg is still on Gold at the end of the day they receive a sticker on their personal reward chart.
Silver	If a student's peg is moved to Silver, positive verbal feedback will be given.
Bronze	If a student's behaviour exceeds our expectations, their peg will be moved to Bronze and positive verbal feedback will be given.
Green	At the beginning of each day, each student's peg should start on the Green section of the Champion Board. The peg should remain on Green for as long as the student's behaviour meets our expectations.
Blue	If a student's behaviour fails to meet our expectations, they are encouraged by the teacher to reflect on their actions, first of all, and if this type of behaviour continues, their peg should be moved to Blue.
<b>FS2 Communication with parents</b>	
SI 1	If a student is involved in a serious incident and is entered onto the Serious Incident form, by the AHT, the parents are contacted by phone. AHT completes the Serious Incident form (see Appendix 4).
SI 2	If a student is entered onto the Serious Incident Form for a second time, RP will continue; the AHT calls the student's parents and informs them that a formal letter will be sent to them. Parents may be invited for a meeting to discuss participation in school trips.
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## Appendix 3 - KS1 and KS2 Progressive Rewards Chart

Progressive Reward and Sanction Procedures		
Stage	Key Stage 1 and Key Stage 2	
Repeated Golds	When students have 5 stickers on their individual sticker chart they will take their chart to the AHT and place it in the labelled basket and will receive their certificate during the celebration assembly.	
Gold	If a student’s peg is moved to Gold, and remains there until the end of the day, positive verbal feedback is given and the student receives a sticker on their personal reward chart.	
Silver	If a student’s peg is moved to Silver, positive verbal feedback is given.	
Bronze	If a student’s behaviour exceeds our expectations, their peg is moved to Bronze and positive verbal feedback is given.	
Green	At the beginning of each day, each student’s peg starts on the Green section of the Champions’ Board. The peg should remain on green for as long as the student’s behaviour meets our 5 Rs expectations.	
Blue	If a student’s behaviour fails to meet our expectations, they are encouraged by the teacher to reflect on their actions, first of all, and if this type of behaviour continues, their peg should be moved to Blue.	
Key Stage 1 and 2 Communication with parents		
SI 1	If a student is involved in a serious incident and is entered onto the Serious Incident form, by the AHT. The parents are contacted by phone. AHT completes the Serious Incident form (see Appendix 4).	AHT
SI 2	If a student is entered onto the Serious Incident Form for a second time, RP will continue; the AHT calls the student’s parents and informs them that a formal letter will be sent to them. Parents may be invited for a meeting to discuss participation in school trips as well as clubs and ASAs, Cougars, Cougar Cubs, and Pioneers (Years 2-6).	AHT / CT
SI 3	If a 3rd serious incident occurs, the AHT will call and send a Stage 3 formal letter home to parents. Parents will be invited for a meeting to discuss participation in school trips as well as clubs and ASAs, Cougars, Cougar Cubs and Pioneers (Years 2-6).	AHT/HT
Any further Serious Incidents may result in: Meeting the Whole School Director or the Directors of MES Cairo. If a student continues to be involved in Serious Incidents, a meeting will be arranged with the student’s parents, Whole School Principal and Directors of MES Cairo to discuss their behaviour and future at MES Cairo.		