



WCEJS Behaviour Policy

*We aim to be the school of choice for our community.
Through living our Christian values, everyone at WCEJS has the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.*
Building solid foundations (Matthew 7: 24-27)

Aims

It is widely accepted that the modelling and praise of good behaviour leads to individuals making better choices and becoming more confident in taking responsibility for their actions. Wendover CE Junior School seeks to work with parents to provide children with an education for life in a caring environment based upon Christian values. At Wendover CE Junior School, we believe that all members of the community should be given the opportunity to grow and develop in a loving environment. We expect all members of our community to:

- Self-regulate their behaviour as a result of knowing what is expected and through living the school values;
- Be proud of their achievements and celebrate them in an appropriate way;
- Be allowed to make mistakes as a part of the learning process, without associated feelings of guilt, shame or disgrace;
- Discuss the impact of their own and other's behaviour;
- Take responsibility for their actions and be active in repairing relationships.

We want our young people to feel good about themselves, to have a clear sense of responsibility and to be able to work positively with others to resolve situations.

1 Objectives

- 1.1 Ensure that all members of the community have a shared understanding of our expectations, our policy and practice relating to behaviour.
- 1.2 Expect politeness, honesty and trust in all communication between members of our community.
- 1.3 Acknowledge and celebrate positive behaviour, rewarding positive choices and using this as a model of best practice for others.
- 1.4 Provide opportunities for members of the community to share their praise and concerns, both formally and informally.
- 1.5 Encourage personal growth through self-regulation, emotional literacy and zones of regulation.
- 1.6 Find positive resolutions and repair relationships through our restorative practice.
- 1.7 Monitor incidents to ensure that behaviour is improving and that outside agencies are involved / informed as appropriate (this includes the monitoring and reporting of racist, homophobic and any other behaviour deemed to be discriminatory).

2 Expectations

- 2.1 Everyone has the right to feel safe and enjoy coming to school.
- 2.2 Everyone is expected to show respect for each other and the environment. We believe in equity and that everyone be given a 'fair go.'
- 2.3 Anyone who feels unsafe or unhappy about the behaviour of others is encouraged to share their thoughts and feelings respectfully. We strongly encourage individuals to be honest, in order that misconceptions are addressed and positive resolutions found. Everyone is expected to engage in our restorative practice when required.
- 2.4 Parents will support the school in maintaining high standards of behaviour in and out of school and engaging with the school to manage behaviour positively. Where we receive information about incidents outside of school, we will work with children, parents and outside agencies to challenge unwanted behaviour and resolve situations positively.
- 2.5 Our expectations are shared with the community regularly through Collective Worship, the curriculum, extra-curricular activities and through our regular publications to parents.

3 Reward for Positive Behaviour

- 3.1 Positive behaviour includes, but is not limited to, such actions as: making positive choices; supporting others, being organised, being honest, listening, taking responsibility for your own behaviour and that of others, acts of kindness towards others and showing resilience in completing a task.
- 3.2 Further to the intrinsic reward of knowing that you have behaved positively and lived the school value(s), extrinsic rewards may include: reciprocal behaviour, verbal or written praise, feedback to parent, house points, praise cards, reward time, additional privilege or a headteacher award.
- 3.3 Positive behaviour is celebrated publicly in collective worship and shared through our weekly newsletter,
- 3.4 Behaviour will be discussed with parents informally throughout the year and more formally through written reports and parent consultation sessions.

4 Response to Negative Behaviour

- 4.1 Negative behaviour is deemed as any that has, or is likely to have, a negative effect on the individual or the community.
- 4.2 Consequences have three main purposes:
 - Help the offender understand that they have made a wrong choice
 - deter them from repeating the behaviour and help to repair relationships through a restorative task
 - signal to others that the behaviour is unacceptable and encourage them to make positive choices.
- 4.3 Responses will be proportionate to the behaviour but will also take into account the needs of the individual and community.

Respect

Responsibility

Reflection

Resilience

- 4.4 Negative behaviour has been classified into four levels (1-4) with level one being generally low-level disruption and level 4 being the most serious behaviour: examples of behaviour and likely responses are clearly displayed in classrooms and are referred to regularly (see appendix B). More serious consequences will be applied for repeated or more serious behaviour. This may include loss of social time or a child working in isolation (this includes after school same-day detentions– parents will be notified of any detainment as soon as is practicable).
- 4.5 The most serious behaviour may result in a child being suspended from school, working at another location (such as a pupil referral unit) or being permanently excluded. The school works with parents and children to ensure that any decision made at this level is an informed one and that families are included in the process (the school follows local and national guidelines / policy regarding suspension and exclusion). A reinduction activity will be completed for any child returning to school after a period of suspension.
- 4.6 Pupils and their possessions may be searched if they are thought to have prohibited items as set out in the DfE document 'Use of Reasonable Force, July 2013.' The Headteacher or authorised person will conduct the search in the presence of a witness and parents will be informed.
- 4.7 Physical intervention by staff may be used if it is considered that pupils are at risk of harming themselves / others or property, or are causing a severe disruption to learning.

5 Behaviour Support

- 5.1 Information received about children is shared with staff through our online management system, in order that appropriate support may be put in place. Parents are encouraged to share information regarding their child with the school, particularly where this may affect behaviour.
- 5.2 Children joining the school introduced to our expectations and behaviour management systems through collective worship, the curriculum and time with the class teacher. We make good use of buddy systems to provide further support.
- 5.3 Effective classroom management strategies are applied by practitioners and staff receive regular training in behaviour management. Year leaders support class teachers, who are in turn supported by senior leaders and the governing body.
- 5.4 Restorative meetings are held to ensure that all parties understand how the behaviour has affected others and so that those involved are part of the resolution (this will include the victim(s) and offender(s), relevant staff and parents where appropriate).
- 5.5 Further support for behaviour may be provided through the curriculum, particularly through RHSE and through 1:1 / small group sessions with an identified member of staff. We teach Zones of Regulation to help children better understand their feelings and improve their self-regulation of behaviour.
- 5.6 Positive Behaviour Plans (PBP) are used to focus on particular behaviours that are causing concern for an individual child: a plan will contain a small number of objectives (usually two) and will clearly set out the support that is in place and the rewards for positive behaviour (this plan will be produced with the child and parent and may be monitored by the class teacher, year leader or a senior leader – see the 5 stage approach in the appendices).
- 5.7 Where children are not responding to behaviour plans, a Positive Intervention Plan (PIP) will be drawn up during a meeting with the child, parent, teacher and senior leader. The plan will include our expectations – the positive behaviours we wish to see, the typical negative behaviours that are being experienced and the strategies / amendments that we will use to manage difficult behaviour. It is usual that PIPs run alongside a communication book that children, parents and staff use to monitor progress against the behaviour improvement objectives. Additionally, support from outside agencies will be sought as appropriate and may include advice, focussed work with an individual or family, whole staff training or a placement at a more appropriate setting (shorter or longer term).
- 5.8 To reduce the risk of suspension and exclusion, a child may be required to work in isolation for a fixed period of time (this would usually follow a removal from class and would provide an opportunity for further support to be put in place).

6 Ensuring Consistency

- 6.1 We revisit expectations with children through collective worship, class time and the curriculum. Celebration worship is a weekly opportunity to reflect on the positive choices that have been made. Regular training is provided for all staff with regard to our behaviour policy and practice.
- 6.2 We share our expectations with parents prior to children joining the school. Policies are shared with new parents on entry to the school and regularly reminders / updates are sent to parents throughout their time at the school (these can be found on the school website).
- 6.3 Rewards, incidents of behaviour and consequences are logged and monitored in order to measure the effectiveness of our practice and to inform staff training (this will include discussions with children, staff and parents).
- 6.4 The school works with other schools within the liaison group and the Local Authority to ensure that our policy and practice meets local and national expectations.

7 Monitoring Behaviour

- 7.1 Rewards for positive behaviour are recorded and reviewed by year leaders and senior leaders.
- 7.2 Incidents of negative behaviour are tracked informally by class teachers and discussed with year leaders each week. More serious and persistent concerns are logged on our online management system and will be discussed at the weekly senior leadership meeting.
- 7.3 Information regarding behaviour is reported to the Governing Body as part of the termly Headteacher's report.

Date of next review: as required

Appendix A – Rewards for Positive Behaviour

House Points and House Certificates

All pupils are assigned to a House on joining the school. The Houses are named after local hills and they are Coombe (Blue), Bacombe (Red), Boddington (Green) and Haddington (Purple). House points count for the House, as well as for the individual – a communal as well as a personal effort. Each year group currently has 10 certificates that they can earn in any one academic year; the points required for the certificates increases the more certificates are earned (No.1&2 require 25, 3&4 require 30, 5&6 require 35, 7&8 require 40, 9 requires 45 and 10 requires 50 points). Certificates are awarded to the children by their house captain in the celebration assembly each Friday.

House points may be earned through living the school values, making an extra effort, for good learning behaviour, entering school or external competitions or representing their house in sports day or one of the many events run throughout the year.

Links

Link points will be awarded to a whole class group when they have shown at least good learning behaviour throughout the lesson, made an extra special effort or achieved something beyond what is expected. Links are saved and can be traded for reward time (each link is worth 1 minutes of reward time). Links may be recorded on a board or added to a paper chain displayed in the classroom.

Praise Cards / Catch Me Cards

These are given to pupils or groups who demonstrate good learning behaviour within the classroom. The cards are collected and used against an agreed award.

Headteacher Award

The Headteacher Award is given for outstanding behaviour, effort, progress or achievement. The pupil will take the work to the Headteacher's office to have it signed and a sticker added. This award is equivalent to 6 house points. Assistant Heads may also give a Headteacher Award.

End of Year Awards

At the end of each year prizes will be awarded as follows (one of each award for each year group):

Progress prize for outstanding progress (social or academic)

Achievement award for effort

Good citizenship award (chosen by peers)

Award for determination and perseverance

Music prize for outstanding musical contribution

Prize for achievement in the arts

Science award

Maths award

English award

Sports personality of the year

Special awards for individuals who have made a positive and unique contribution to the school

Woodfroffe Award (Year 6)

These awards will be awarded at special assemblies to which parents will be invited.

Appendix B – Action / Consequence for Negative Behaviour

Learning Behaviour

This chart is displayed in each classroom and learning area and forms the basis of our reward and consequence system within the classroom:

Behaviour	Level	Response
<ul style="list-style-type: none"> Support the learning of others Prepared for lessons Listen carefully to instructions Start tasks quickly Share your thinking/contribute to discussions Stay on task/be resilient 	Positive Behaviour	Knowing that you have done your best, verbal praise, written praise, feedback to parent, Praise Card, House Points, Reward Time, House Point Certificate, Headteacher Award, additional privileges
<ul style="list-style-type: none"> Being unprepared for lessons Not working to potential Fiddling with/misuse of kit Not starting tasks promptly Off-task 	1	Clarify instructions, reminder of expectations, removal of kit, restorative meeting with class teacher, informal communication with parent
<ul style="list-style-type: none"> Repeated Level 1 Behaviour Calling out, chatting or distracting others Interfering with others' kit Disruption to Learning 	2	Warning given, moved to different seat, time-out, restorative meeting with teacher and year leader, restorative task, loss of privilege, parent informed, review of support, record of incident
<ul style="list-style-type: none"> Repeated Level 2 Behaviour Refusal to obey a reasonable request from staff Severe disruption to learning Endangering health & safety of self or others 	3	Restorative meeting with teacher and senior leader, review of support for child, parent informed, Positive Behaviour Plan or Behaviour Support Plan, removal by senior leader, internal isolation, record of incident on file
<ul style="list-style-type: none"> Repeated Level 3 Behaviour Serious incident/disruption to the order of the school 	4	Review of support, Pastoral Support Plan, fixed term internal / exclusion, outside agency intervention, eg. PRU, CAMHS, managed move, permanent exclusion

Respect

Responsibility

Reflection

Resilience

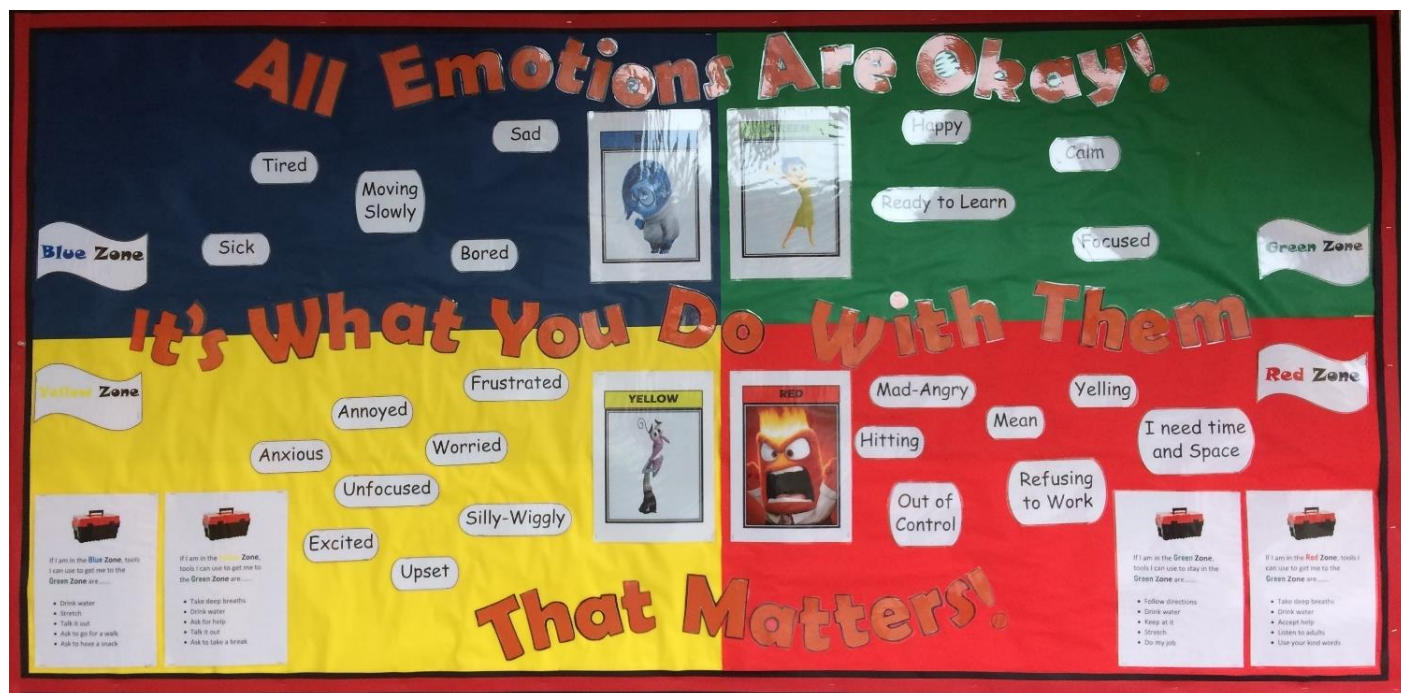
Social Behaviour

This chart is displayed in the social areas and forms the basis of our reward and consequence system for social time:

Behaviour	Level	Response
<ul style="list-style-type: none"> Be respectful & support others Be cooperative & polite Follow instructions Play safely Discuss any problems Respect your environment 	Positive Behaviour	Knowing that you have done your best, no loss of social time, verbal praise, feedback to parent, Praise Sticker, House Points, Reward Time, House Point Certificate, Headteacher Award, additional privileges
<ul style="list-style-type: none"> Over excited / boisterous play Not playing cooperatively Inconsiderate behaviour Misuse of kit Disrespect of environment 	1	Clarify rules, reminder of expectations, removal of kit, 2-5 minute time-out, short restorative meeting, restorative task completed.
<ul style="list-style-type: none"> Repeated Level 1 Behaviour Verbal abuse of peers Out of bounds (on school site) 	2	Warning given, 10-15 minute time-out, restorative meeting, restorative task, loss of privilege, parent informed, review of support.
<ul style="list-style-type: none"> Repeated Level 2 Behaviour Refusal to obey a reasonable request from staff, Verbal abuse to staff Physical abuse of peers Bullying or discriminatory behaviour Theft or wilful damage Endangering health & safety of self or others. 	3	Removal by senior leader, parent informed, restorative meeting with teacher and senior leader, review of support for child, Positive Behaviour Card or Behaviour Support Plan, internal isolation, actions reported to outside agencies as required.
<ul style="list-style-type: none"> Repeated Level 3 Behaviour Physical abuse of staff Out of bounds (off school site) Serious incident / disruption to the order of the school. 	4	Review of support, Behaviour Support Plan, fixed term internal / exclusion, outside agency intervention, eg. PRU, CAMHS, managed move, permanent exclusion.

Zones of Regulation

This display is used to help children reflect on their feelings and mood. Appropriate strategies are then chosen, in discussion with the adult, as a way of promoting self-regulation. Children may have their own versions of this chart to use in classrooms and around the school.



Restorative Approaches

We use a five-step process to facilitate difficult conversations and to find positive resolutions. Everyone is expected to make a positive contribution to the process.

Restorative Approach – 5 Step Model		
1	What happened?	We accept that people will see / experience / remember things differently. Everyone has the chance to tell their version of what happened whilst others listen respectfully. It is likely that agreement is reached about what is most likely to have happened, however there are occasions when parties must agree to disagree.
2	How did it make you feel?	Everyone is given the opportunity to vocalise their thoughts and feelings. This often helps us to understand why events happened in the way that they did. It also enables people to develop their emotional literacy, recognising that particular feelings might lead to particular actions; this is an important step in self-regulation of behaviour.
3	Who was affected?	Through discussion, we identify who has been affected by the behaviour / incident. This often goes far beyond the people who are directly involved and it is important that people fully understand the impact of their behaviour.
4	What needs to change?	We reflect on the choice of actions and how more positive choices are needed in future. We will use our school vision and the school values to help us both reflect on what has happened and to identify better choices that need to be made moving forward.
5	What now?	We decide on consequences and / or support that may need to be put in place.

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Behaviour Management: 5 Stage Approach

Most children will not need behaviour support, apart from the infrequent reminder, non-verbal cue or the use of good classroom management. Praise, reward, positive relationships and clear expectations are enough for most to 'stay in the green.' The weekly behaviour monitoring chart is a useful tool to identify those who may need additional support. This should be completed and discussed with your year leader at weekly PPA sessions.

1

- RA Meeting with child, teacher and year leader to revisit expectations
- Inform parent of concerns and gather further information (record to CPOMS as appropriate)
- Agree how best to support the child
- Monitor through weekly behaviour monitoring form and update parents

2

- Set up a positive behaviour plan with the child
- Inform parents (provide copy) and anyone who teaches / supports the child
- Share additional information through CPOMS
- Monitor progress towards targets daily (teacher) and apply rewards / consequences
- Review plan (amend targets, extend or remove plan); update parents and staff

3

- Review existing positive behaviour plan (consider additional needs and liaise with SENDCo as appropriate)
- Set up amended plan with year leader and parents; share with all who support the child
- Share additional information through CPOMS
- Monitor daily (year lead) and review as in stage 3

4

- Review existing positive behaviour plan (consider additional needs and liaise with SENDCo as appropriate)
- Set up amended plan with senior leader and parents; share with all who support the child
- Consider additional support from external agencies (PRU, CAMHS etc)
- Share additional information through CPOMS
- Monitor daily (senior leader) and review as in stage 3

5

- Review of previous plans and current need
- Liaise with SENDCo
- Produce a Positive Intervention Plan and share with all concerned