



Behaviour Management Policy

*We aim to be the school of choice at the heart of our community.
Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

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 own 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. They must be allowed to:

- Be proud of their achievements and have opportunities to celebrate them
- Make mistakes without feeling afraid, disgraced or judged
- 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 and the policy and practice relating to behaviour management.
- 1.2 Expect politeness, honesty and trust in all communication between members of our community.
- 1.3 Acknowledge and celebrate positive behaviour, both as a reward for the individual and 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 Develop the confidence of individuals to play an active role in the continual improvement of behaviour within the community, including the development of Emotional Intelligence and an emotional vocabulary.
- 1.6 Monitor incidents to ensure that behaviour is improving and that outside agencies are involve / informed as appropriate (this includes the monitoring and reporting of racist, homophobic and any other behaviour deemed to be discriminatory).

2 Expectations

- 2.1 We expect all members of our community to support the aims of the school and each other. This includes behaviour outside of school, as well as within the school. 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.
- 2.2 Members of our community will treat each other and our environment with respect. We believe in equality and want everyone to be given a 'fair go.'
- 2.3 We expect all members of our community to give their best as individuals and to make a positive contribution to the school community.
- 2.4 Everyone is expected to behave towards each other in a safe and caring manner; equipment will be used safely and our environment respected.
- 2.5 Anyone who feels unsafe or unhappy about the behaviour of others should share their thoughts and feelings so that behaviour can be improved. Communication regarding behaviour, or incidents likely to affect behaviour, should be shared between school and home.
- 2.6 We will deal with poor choices in a positive way, divorcing behaviour from the individual and supporting individuals / groups to make better choices.
- 2.7 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: supporting others, being organised, being honest, listening and taking responsibility, 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, extrinsic rewards may include: reciprocal behaviour, verbal or written praise, feedback to parent, House Points, Praise Cards, reward time or privilege, House Point Certificates or a Headteacher Award. Rewards are given to selected children at the end of each year for a wide range of achievements.
- 3.3 Positive behaviour is celebrated publically in assemblies and Collective Worship and shared through our weekly newsletter to the community.
- 3.4 Positive behaviour is reported to parents informally throughout the year and formally through our written reports and Parent Consultation Evenings.

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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:
 - impress on the offender that what they have done is unacceptable and that they have made a wrong choice
 - deter them from repeating the behaviour
 - signal to others that the behaviour is unacceptable and deter them from behaving similarly.
- 4.3 Responses will be proportionate to the behaviour but will also take into account the needs of the individual and community.
- 4.4 Negative behaviour has been classified into four levels (1-4) with level one being generally low level disruptions and level 4 being the most serious behaviour: examples of behaviour and likely responses are clearly displayed in classrooms with staff and children being made aware of these (see appendix B). Consequences may be applied for negative behaviour at a particular level or as a result of repeated behaviour at a lower level.
- 4.5 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.
- 4.6 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.
- 4.7 Consequences will be accompanied by positive actions, such as support meetings or plans, in order to encourage more positive behaviour.
- 4.8 For the most serious behaviours a more serious consequence will be applied. This may include a child working in isolation, being excluded for a fixed period, 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 Fixed Term and Permanent Exclusion).

5 Behaviour Support

- 5.1 Regular staff briefings ensure that information received about children is shared as appropriate, in order that support may be put in place for them. Parents are encouraged to share information regarding their child with the school, particularly where this may affect behaviour.
- 5.2 New children are 'buddied' with another child in order that they are supported in the early stages of their life at Wendover Junior School.
- 5.3 Effective classroom management strategies are applied by practitioners as appropriate.
- 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 PSHE and the use of SEAL materials (Social and Emotional Aspects of Learning). Use of Circle Time can provide excellent support for children and groups in sharing behaviours of concern and identifying solutions.
- 5.6 Positive Behaviour Plans are used to focus on particular behaviours that are causing concern for an individual child: a plan will focus on particular concerns and will clearly set out the support which is in place and the rewards for showing positive behaviour (this plan will be produced with the child and parent).
- 5.7 Where children are not responding to behaviour plans, support from outside agencies will be sought as appropriate and may include advice, focussed work with an individual or family, or whole staff training.
- 5.8 To reduce the risk of 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).
- 5.9 Through regular communication with parents we aim to promote a close working relationship with our families.

6 Ensuring Consistency

- 6.1 Training is provided for new staff with regard to our behaviour policy and practice.
- 6.2 Children and parents who are new to the school are made aware of our policy and practice and communication through the school newsletter provides parents with reminders and updates.
- 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 interviews 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 recorded using the Behaviour Incident Record, Record of Restorative Meeting, Internal Isolation Record Form and Behaviour Chronology. These records are reviewed by Year Leaders and Senior Leaders.
- 7.3 Information regarding behaviour is reported to the Governing Body as part of the termly Headteacher's report.

Relating Policies: Anti-Bullying Policy, Equal Opportunity Policy, Racial Harassment Policy, PHSE Policy, Special Educational Needs Policy, Physical Restraint Policy

Appendix A – Rewards for Positive Behaviour

Praise Cards

These are given to pupils or groups who demonstrate good learning behaviour within the classroom. The cards are then traded for House Points at the end of the lesson when verbal praise will be given to the pupil(s) for their positive behaviour.

Respect

Reflection

Responsibility

Resilience

Wendover CE Junior School

Table Points and Links

Table points may be given to a table for outstanding learning behaviour and / or effort. 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.

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.

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.

Date of next review: as required

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	<p>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</p>
<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	<p>Clarify instructions, reminder of expectations, removal of kit, restorative meeting with class teacher, informal communication with parent</p>
<ul style="list-style-type: none"> • Repeated Level 1 Behaviour • Calling out, chatting or distracting others • Interfering with others' kit • Disruption to Learning 	2	<p>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</p>
<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	<p>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</p>
<ul style="list-style-type: none"> • Repeated Level 3 Behaviour • Serious incident/disruption to the order of the school 	4	<p>Review of support, Pastoral Support Plan, fixed term internal / exclusion, outside agency intervention, eg. PRU, CAMHS, managed move, permanent exclusion</p>

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	<p>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</p>
<ul style="list-style-type: none"> • Over excited / boisterous play • Not playing cooperatively • Inconsiderate behaviour • Misuse of kit • Disrespect of environment 	1	<p>Clarify rules, reminder of expectations, removal of kit, 2-5 minute time-out, short restorative meeting, restorative task completed.</p>
<ul style="list-style-type: none"> • Repeated Level 1 Behaviour • Verbal abuse of peers • Out of bounds (on school site) 	2	<p>Warning given, 10-15 minute time-out, restorative meeting, restorative task, loss of privilege, parent informed, review of support.</p>
<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	<p>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.</p>
<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	<p>Review of support, Behaviour Support Plan, fixed term internal / exclusion, outside agency intervention, eg. PRU, CAMHS, managed move, permanent exclusion.</p>

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Serious Incidents

All major incidents are reported to the Headteacher. A record is completed on SIMS. For the purposes of this policy, serious incidents are classed as:

Verbal Aggression

Physical Aggression

Bullying

Discriminatory Behaviour: Racism, Sexism & Homo-phobic

Gross Disobedience

Theft

Vandalism

Truancy

Persistent disruption to the school

Serious risk to Health and Safety of self or others

Likely Response for Major Incidents				
A	B	C	D	E
Meeting with parents Behaviour recorded Restorative Meeting PBP	Internal Isolation Behaviour recorded Restorative Meeting PBP	FTE – 1 to 2 days Behaviour recorded Restorative Meeting PBP Intervention from outside agency considered	FTE 3 days+ Behaviour recorded Restorative Meeting PBP PSP Intervention from outside agency	Managed Move Permanent exclusion
Behaviour				Range
Verbal or				A – C
Physical Aggression				A – D
Bullying				A – D
Discriminatory Behaviour				A – E
Gross Disobedience				A – C
Theft or Vandalism				A – D
Persistent disruption to the order of the school, ie repeated serious misbehaviour				D – E
Serious risk to the health & safety of self or others				B - E

Fixed Term Exclusion:

1. FTE will be used only in the most serious cases of negative behaviour.
2. The Headteacher will meet with the pupil and parent to review the behaviour prior to a decision being made.
3. Parent will make arrangements for the supervision of their child during school hours for the duration of the FTE (where this is not possible the pupil will be isolated until such time that arrangements are in place).
4. The Governing Body and the Local Authority will be informed of the decision and the reasons for this. Information regarding this decision will be kept on the child's school record.
5. Parents will be informed in writing of the decision, including information about their right of appeal. An appeal meeting will be held as per the guidance in Local Authority and National guidance / legislation.
6. Following the FTE a re-entry meeting will take place with the Headteacher, pupil and parent; at this point a Positive Behaviour Plan will be set up.
7. A child can be excluded for fixed term periods up to 45 days in any academic year. The Governors Disciplinary Committee must hold a meeting for any fixed term exclusion totalling six days or more.

Permanent Exclusion:

1. The decision to permanently exclude a child may be made as the result of a one-off serious incident or as the result of repeated lower level behaviours.
2. The Headteacher will meet with the pupil and parent to review the behaviour prior to a decision being made. A meeting with relevant staff and the Chair of Governors will also take place prior to a final decision.
3. The Governing Body and the Local Authority will be informed of the decision and the reasons for this. Information regarding this decision will be kept on the child's school record.
4. Parents will be informed in writing of the decision, including information about their right of appeal.
5. An appeal meeting will be held as per the guidance in Local Authority and National guidance / legislation.

Respect

Reflection

Responsibility

Resilience



Incident Report Form

Where incident happened:	Lesson	Corridor	Hall	Toilets	Playground
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Child's Name		Class	
Date		Time	

Details of incident:

Details of action taken:

Parents contacted: Yes / No

Notes:

Signed (Staff):



Record of Restorative Meeting

Facilitator:

Time:

Date:

Name(s) & Class:	
What happened?	
How did you feel?	
Who was affected?	
What is needed?	
What now?	
How will the Wendover Way help me to improve? Respect / Responsibility / Reflection / Resilience	

Parents Contacted: Yes / No

Notes:

Respect

Reflection

Responsibility

Resilience

Behaviour Chronology



Name:

This sheet is used to record incidents, interventions and meetings.

Date	Incident	Action	Staff

Respect

Reflection

Responsibility

Resilience

Wendover CE Junior School
Internal Isolation Record Form



Name:		
Class:	Date:	Time:

Length of Isolation: Remainder of lesson / Morning session / Afternoon session / Other

Reason for removal from class:

Learning Provision:

Parents notified: Yes / No

Resulting Actions / Notes:

Signed (Staff):

Respect

Reflection

Responsibility

Resilience