



WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

Learning and growing together within the love of God

BEHAVIOUR POLICY

December 2015

SCHOOL AIMS

The Behaviour policy of Wenlock CofE School is based on Christian values, especially love and forgiveness. The behaviour policy is written with the express view of nurturing children to make the best decisions they can, and when this does not happen to provide an opportunity of reflection, reconciliation and an opportunity to ‘start anew.’ At all stages when the behaviour policy needs to be enforced it is paramount that the children understand it is the behaviour that is being challenged, not the child, thus ensuring that their spiritual, moral, social and cultural development continues so they can reach their potential and continue to develop resilience, self-esteem and confidence to engage in modern Britain (see SMSCD policy).

At Wenlock Junior School we aim to promote a positive ethos for learning, in which all members of the school community take responsibility for their actions. We aim to ensure all staff follow the procedures with consistency and fairness. We aim to build self-esteem and self-worth in all children to ensure they have respect for themselves and others, ensuring harmony in the school. We aim to provide a caring and happy environment where we all have a right to:

- Equality of opportunity
- Feel safe
- Respect – be heard, valued (for effort and achievement)
- Teach and learn

We want our children to build good relationships with other children and adults enabling them to develop sound moral and social partnerships.

At Wenlock C of E Junior School we give regular thought to how values can be used to support the child as a reflective learner and promote equality through quality teaching and learning. The school recognises and values all individuals no matter what their ethnicity, gender, disability and special educational need and social background.

OBJECTIVES

- To clarify what is meant by good behaviour
- To praise and encourage good behaviour.
- To encourage a positive learning environment.
- To promote a high level of self-esteem and self-worth across the school.
- To promote self-discipline among our pupils.
- To prevent all forms of bullying and intimidation.

- To speak respectfully and politely to children and adults.
- To give pupils, staff and parents a sense of direction and a feeling of common purpose.
- To provide children with strategies to deal effectively with difficult situations.
- To promote non-sexist attitudes.
- To provide intervention support if required
- To understand and accept racial differences and actively promote anti racist attitudes.
- To ensure all children follow the school's Code of Conduct (see appendix.)
- To discourage any language trends like `pepsi` `sick`

SCHOOL RULES (as referred to in the school prospectus)

All the school rules are based on the principles of:

- Respect for myself
- Respect for others
- Respect for property

The main Code of Conduct for the School:

Speak appropriately and listen attentively

Meet new challenges

Always organise themselves and their belongings

Respect property and the environment

Treat others with consideration and respect

ROLE OF STAFF

- To lead by example and be a positive role model.
- To speak politely and calmly to children.
- To listen to all children involved in a situation before a decision is made.
- To allow time to discuss issues, to ensure all children feel valued.
- To ensure the action is the focus not the child.
- To ensure children are involved in the decision if a sanction is necessary.
- To be consistent.
- To ensure all children are treated fairly.
- To identify and raise any pupils requiring intervention for emotional, social or behavioural support to inclusion manager.
- To record any significant incidents on a behaviour tracking record and pass to the class teacher in the first instance or a member of the SLT.
- To report any concerns regarding child exploitation, radicalisation, extremism or any other worrying behaviours to the head teacher

The following strategies will be used to deal with incidents:

- 1.) Allow one child to speak at a time**
- 2.) All discussion to be made through the adult**
- 3.) Each child is listened to and opinion is accepted without judgement**
- 4.) Children will be allowed to talk, when they are able to speak calmly**
- 5.) Children and adults will produce a written record of any serious incidents**
- 6.) When all the evidence is collected a decision will be made**

ROLE OF PARENTS/CARERS

At Wenlock, we feel it is vital that parents are able to contribute to The Whole School Behaviour Policy. Parents are informed of the behaviour policy and their agreement is sought to implement the aims and procedures set out in this document. The parents/carers all sign a home school agreement to ensure their children abide by the school's behaviour policy.

The school keeps parents/carers informed of their child's progress throughout the year. If parents have any concerns, they are encouraged to come to the office to detail their concerns enabling staff to respond appropriately.

Parents are encouraged to inform the school immediately if there are any changes to the family situation. This allows the school to update the child's records, but also prepare staff to deal with any changes to the child's behaviour. The school will inform parents at the earliest opportunity, to express any concerns of their child's behaviour and can then be expected to play their part in ensuring that unacceptable behaviour is changed.

Parents are expected to behave politely and respectfully at all times when on the premises.

ROLE OF GOVERNORS

The behaviour policy will be given to the Governing Body to accept. If the document is accepted, it then becomes a working document, which will be implemented by all staff. The Governing Body have a crucial role to ensure the ethos of the school is carried through in all aspects of school life.

ROLE OF THE CHILDREN

To follow the school's Code of Conduct.

To report/discuss behaviour issues which they feel unacceptable, to an adult.

To be aware of the school sanctions and accept responsibility for their own choice of actions.

To be able to use their own peers as a means of communication.

To **walk** around the school at all times

To talk quietly throughout the school

To use appropriate and acceptable language at all times

To keep themselves and others safe from injury or harm

WENLOCK REWARDS SYSTEM

At Wenlock, we promote positive behaviour in all children through praise when a child has demonstrated good work, special effort, and kindness or good behaviour. We do not believe children should only be praised when they have achieved academic success, although they will always be encouraged to try their best.

Individual Reward

A class list is on display in the classroom, where each child has the opportunity to complete 25 smiley face boxes. Each time a child is given a smiley face, the child draws it on the class chart.

When the child has received 25 smiley faces, they receive a certificate in front of the whole school.

The smiley faces are awarded for the following reasons:

- Positive attitude
- Kindness to other children
- Special effort

- Good piece of work
- Being helpful
- Completing a piece of work/homework to a high standard
- Trying, although struggling with a particular concept

This reward system follows the child through the school. For every 25 smiley faces, they receive a different coloured certificate.

SMART Playtime

SMART Playtime will take place on each Friday afternoon for 15 minutes after a celebration assembly. This is a reward for `good behaviour` and for following the School's SMART code of conduct. Children who break the schools code of conduct or the behaviour policy and have had a lunchtime detention following the incident. Any child receiving a detention that week will not attend the SMART Playtime. Parents will be notified of this via the Home School Communication Book.

SMART Table

Each week every class teacher will nominate a pupil who has made a consistent and outstanding contribution. The child will then attend the SMART table on the following Friday lunchtime and receive priority treatment. This is a reward for those pupils that are consistently well behaved.

Sharing achievement with the whole school

In achievement assemblies a member of staff will have previously nominated a pupil and written a certificate with the reason for the nomination. The certificate is presented to the child in assembly. The certificate is then displayed in the foyer, to enable parents to share in the achievement of the school. The board is changed regularly and the children then take their certificates home. Across the whole school children are rewarded in each class with a 'Star of the Week' certificate and 'Pupil of the Half Term' award.

Year 6 Rewards

As the oldest children, we expect our year six pupils to be positive role models for the younger children. We feel it is important that the children are responsible for their own actions, but also to help younger pupils develop their individuality, by providing positive leadership skills. In order to reward this maturity, we have a monitor system, whereby a selection of year six children are given responsibilities.

These duties involve;

- Helping during Worship sessions with music and ICT.
- Assisting co-ordinators with the upkeep and smooth running of their resources
- They are also called upon to assist with other jobs as required.
- Office duties

The children will be changed every term, to enable the teachers to reward a cross section of the year group.

No child will be given the authority to discipline another child. If a child has been found to act in an inappropriate way, they will be removed from the 'buddy' system and spoken to by the head of year 6. Under no circumstances, will 'buddies' be allowed into the toilets, except to check for misuse at the beginning and end of playtime. They are permitted to monitor the cloakroom area only.

The Nurture Room

Pupils may access the nurture group facility for a variety of planned interventions.

- Mentoring
- Social skills
- Anger management
- Self worth projects
- Self esteem raising
- Circle of friends
- Any interventions deemed appropriate

Our behaviour support staff will work with groups of children as identified at the schools vulnerable childrens` meetings.

Those children that are at risk of exclusion/ on a part-time timetable or returning from a long term exclusion may access the nurture group for a short or significant period of time to ease their transition into the mainstream classroom.

Lunchtime routines

Lunchtime supervisors should identify 3 pupils each day who they have observed as behaving well and record in the lunchtime book to share with classteachers at the beginning of the afternoon. They will also award stickers to children in their class who have shown particularly good behaviour or a caring attitude during lunchtime. Class teachers will reinforce and praise these pupils. The whole class may earn additional playtime for having no amber or red incidents recorded. A member of the SLT may visit the class during the afternoon to reinforce and praise the whole class for an excellent lunch period. Our midday supervisors will keep a record of any incidents that may have occurred and record in the lunchtime class book using the RAG ratings (red, amber, green). Any red or amber incidents will be reported to the class teacher who should follow the school sanctions. Lunchtime supervisors will spend some time each week in lessons to build relationships with both staff and pupils.

UNACCEPTABLE BEHAVIOUR

At Wenlock, we believe children should show respect to all members of the school community at all times. There are certain behaviours which we will not tolerate, and the children are made aware of these when they first join the school. It is important the children are included in the process, in order for them to take ownership of the policy.

Children are made aware that the following behaviours will not be tolerated under any circumstances:

- Physical or verbal aggression
- Swearing
- Racist remarks
- Bullying
- Stealing

These incidents are seen as serious incidents and parents will receive a 'Serious Incident' letter (Appendix D). The Headteacher or Deputy will issue the letter and monitor any similar incidents; parents will be called in to meet with the Headteacher if there are a number of serious incidents.

SANCTIONS

A hierarchy of sanctions is in place, when dealing with inappropriate behaviour both inside and outside the classroom.

Step 1 – Polite Reminder – A verbal reminder by adult to follow the SMART code of conduct. Staff member to be clear what the child has done wrong – linked to the SMART code.

Step 2 – Second Warning – A Yellow warning card (Appendix II) will be issued to the child, this should not interrupt the flow of the lesson. The warning card will remain with the child until the end of that session. They will then have a fresh start at the start of the next session.

Step 3 – Detention Given – If the behaviour persists then a detention slip (Appendix III) will be issued to the child. They will have a 20 minute detention (next available lunchtime).

Step 4 – Sent to Phase Leader – The child will be issued with a red card (Appendix II) sent to the Phase Leader along with their communication book. Phase Leader to record this incident for the parents to see. Phase Leader may wish to increase the detention time depending on the incident. Phase Leader to monitor the frequency of these incidents, if a pattern is detected a letter will be sent to parents to come in to discuss their child's behaviour (Appendix IV)

Step 5 – Sent to Head or Deputy – The final stage is being sent to the Head or Deputy. This is for serious incidents or at the Phase Leaders discretion. In these circumstances a 'serious incident' may be issued.

More serious offence

Should a situation arise that causes extreme and urgent concern then the red card will be sent to the office for urgent response and the child will be removed from the classroom by a member of the SLT.

On some occasions the Headteacher will be involved by the Phase Leader from the outset, this should include stealing, persistent bullying or racist language/behaviour. They will deal with the incident as they deem appropriate and then inform the Inclusion Manager of their actions so they may be recorded in the behaviour book and the appropriate staff informed.

The sanctions invoked by the Head teacher/Inclusion manager may include

- Internal exclusion within school/playground for a fixed period of time
- A request to the parents that the child is taken home for a short period of time to 'cool off'
- A requirement that the child is taken home for the lunchtime period
- The introduction of a PSP (pastoral support plan) with local authority involvement
- External agency involvement possibly via the school liaison meeting
- In extreme cases a fixed term exclusion may be imposed.
- In extremely rare cases the ultimate sanction would be permanent exclusion.

Uniform

We encourage our students to take pride in their appearance and expect all our students to wear full uniform throughout the school day, including on the way to and from school.

Behaviour out of the School

Students may be disciplined for any misbehaviour when the student is:

- taking part in any School-organised or school-related activity
- travelling to or from the School
- wearing the School uniform or
- in some other way identifiable as a student at the School

Students may be disciplined for any misbehaviour when misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

Monitoring and evaluating behaviour

We will monitor the frequency and severity of any behaviour incidents that occur on a regular basis (minimum weekly) through:

- Records of incidents
- Vulnerable childrens` meetings
- Risk assessments
- Individual education plans
- Pastoral support plans
- Restraint record
- Parental involvement
- External agency involvement

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