



## **Behaviour Policy** **2019 – 2022**

Our Behaviour Policy complies with section 89 of the Education and Inspections Act 2006. Alongside the Behaviour Policy, staff should also use the guidelines set out in the Education Act (Appendix v).

### **Aims of this policy:**

At Wavell Junior School, our policy is based upon Part 7 of the Education and Inspections Act 2006 (Appendix i) and promotes the British Values of democracy, British law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

We aim to ensure all children:

- Are safe
- Demonstrate excellent attitudes to learning
- Care for themselves and each other
- Are polite and respectful towards adults and each other
- Are prepared for life beyond Wavell Junior School

### **School Ethos**

We endeavour to create a happy, secure and relaxed atmosphere whilst insisting on high standards of both work and behaviour. Together we strive for the fulfilment of every child's potential. Children are encouraged to be independent and self-reliant. They are taught to have respect for property, themselves and each other. Parents are seen as important partners in their child's learning and are actively encouraged to get involved in the life of the school. Parents are always made welcome in school, and staff will endeavour to find time to listen to their concerns.

### **The Role of the Parents**

Communication is vital and parents are encouraged to work in partnership with school staff. An open and honest relationship can help resolve minor incidents promptly. Parents, children and the Executive Headteacher are required to sign and follow our Home School Agreement. It is essential that parents discuss matters of positive and negative behaviour with their children and how it impacts on their learning. Where parents are notified of any behavioural concerns by letter, we ask that parents return any necessary paperwork to school promptly.

### **The Role of the Executive Headteacher**

It is the responsibility of the Executive Headteacher, under the Education Act 2002, to implement our school Behaviour Policy consistently.

The Executive Headteacher will set out measures in the policy which aim to:

- Promote excellent behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of children



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The Executive Headteacher must also decide the standard of behaviour expected of children at the school, determine the school rules and any disciplinary penalties for breaking the rules. She will promote the Behaviour Policy to staff, parents and children at least once a year and it will be published on the website.

The Executive Headteacher will monitor the implementation of this policy. This policy also applies to any child taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform or in some other way identifiable as a pupil at the school.

### **The Role of the Governors**

Governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

### **Rewards and Sanctions**

#### **Rewards**

We praise and reward children for good behaviour in a variety of ways. Examples of these are:

- Written comments on children's work and individually in diaries
- Headteacher Awards for completion of star page in diaries
- Public words of praise in front of the class, year group or whole school.
- Words of praise and a certificate given out in 'Celebration Assembly'
- House points
- Responsibility given to a child by the class teacher, e.g. Monitor, school councillor
- A visit to a senior member of staff for commendation
- Positive comments during Parents' Evenings and reports

#### **House Points**

Each child belongs to one of four 'Houses'. The four houses are named Brompton, Gilling, Yafforth and Reeth. Children can earn 'house points' for their house for numerous reasons, these may include:

- Politeness
- Kindness to others
- Courtesy
- Good attitude to learning
- Homework completion to a good standard
- Excellent presentation
- Good work.
- Upholding and demonstrating our Wavell Values

House points are placed onto charts and counted weekly. These totals accumulated each week and the winning house will receive a reward at the end of each half term.



## Sanctions

### Low Level Disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

### Serious Incidents

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or Insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

If a child has been part of any misbehaviour exemplified by, but not limited to those listed above, they will be sanctioned appropriately in line with this policy.

### Behaviour Chart

We have a 'Behaviour Chart' - a prominent display in each classroom throughout the school, providing guidance as to the course of action for a child's disruptive behaviour.

It has 6 bands:

**Start** - Expected behaviour (all pupils start on this)

**Action 1** - Verbal warning – *You've been asked once, now choose to do the right thing.*

**Action 2** - Second verbal warning – *You have been reminded again.*

**Action 3** - Final verbal warning – *This is your third reminder about behaviour/attitude.*

**Action 4** - Move within class – *Move away from the situation to help you improve your behaviour/attitude.*

**Action 5** - Move to another class - *You now have a break time detention as a result of your behaviour/attitude.*

\*A child may move straight to any action an adult sees fit if they are responsible for a 'serious incident'.

### Report Cards

Following 3 school detentions in a half term or when a series of unacceptable behaviours have been noted, a Yellow Report Card will be used. The Report Card is given to the child, who must keep it with them at all times. The report is taken home at the end of each day and is signed by the parents.



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Staff responsible for the child during the day will assess the child's behaviour/attitude at the end of each session. This includes playtimes, lunchtimes and lesson times.

Before beginning the Report Card, the child will be given the opportunity to work with their class teacher and Miss Vinsen (Behaviour Lead) to talk through some targets to work towards on a daily basis. These targets will become the focus of the Report Card for that child.

Children on a Report Card will be assessed using a simple smiley face system.

☺ - Good behaviour

☹ - Satisfactory behaviour

☹ - Poor Behaviour

The Report Card will be used for a period of time deemed to be acceptable in helping the child to focus on improving their behaviour or attitude in school.

### **Exclusions**

Good discipline in schools is essential to ensure that all children can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

When the Executive Headteacher excludes a child, she will notify parents of the period of the exclusion and the reasons for it. She will also provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting.

When considering exclusion, the Executive Headteacher and Governing Body will use 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' document and complete an exclusions form provided by North Yorkshire County Council.