



## Wavell Community Junior School

### Behaviour Management Policy

We aim for Wavell Junior School to be a place of excellence where all children can achieve their best in their academic, creative, personal and physical development.

We believe that a child cannot learn effectively unless he or she feels safe, secure, successful and happy. We are committed to helping all children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as accepting responsibility for their own actions.

#### **The purpose of our behaviour policy is:**

- To create a positive and orderly atmosphere which supports teaching and learning.
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities.
- To ensure consistent implementation of this policy from all staff, especially in the delivery of rewards and sanctions.
- To ensure that staff, pupils, parents, and governors have a shared understanding of our practice and procedures with regards to managing pupil behaviour.
- To help us maintain a consistent approach which supports the aims and values of the school.

#### **At Wavell Junior School we:**

- Use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours.
- Take a personal interest in the progress and welfare of every child.
- Expect all staff to take responsibility for promoting good behaviour at all times
- Expect all staff and visitors to the school to act as positive role models.
- Seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child.
- Always take unacceptable behaviour seriously.
- Believe it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties.
- Seek to identify and address any persistent difficulties.
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Greet children warmly regardless of any undesirable events on the previous day.
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background.

- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support.

### **Positive praise as a form of acknowledging good behaviour.**

All teachers apply the following range of rewards for good behaviour. These are designed to reward individuals as well as the class or house collective. Some are very short term while others add up over time. This is deliberate and intended to offer something for everyone in terms of a reward and motivation to continue with the appropriate behaviour.

- Star of the week certificates.
- Honking the good work horn.
- House points.
- Pasta in a jar.
- Golden Time on Friday afternoon.
- Wow! goodies box at the end of the week.

These rewards are displayed on our School Rules poster which is displayed in every classroom and around school.

### **The WOW! Wall**

At Wavell Junior School every classroom has a *Wow!* wall. This is made up of four sections labelled *Wow*, *Good*, *Wobbly* and *Unacceptable*. A laminated photo of each child is on this wall.

At the start of every school day, all children see their picture on *Good*. This represents a fresh start for everyone. Children are encouraged to show that they deserve to have their photo moved up the wall and onto *Wow!* If a child displays unacceptable behaviour, the following steps are followed in sequence\*:

**Step 1:** Verbal Warning (name goes on the board)

**Step 2:** Photo moved to *Wobbly*, teacher gives final warning.

**Step 3:** Photo moved to unacceptable, child moves to the 'Time Out' area in the classroom and completes their work.

**Step 4:** Escorted to another classroom\*\* for further time-out.

**Step 5:** If behaviour does not improve to an acceptable standard, pupil is escorted to Headteacher's office. Parents will be phoned and/or a letter will be sent home.

**Step 6:** Internal exclusion.

**Step 7:** If all of this fails to improve behaviour, the pupil will be excluded from school for a fixed period.

\* The Headteacher reserves the right to go straight to Step 6 or Step 7 if the situation requires it.

\*\* Teachers agree at the start of the year who will send children to which classroom in the event of 'time-out'. This avoids all children going to the same classroom.

The above sanctions are displayed around school and in every classroom on the School Rules poster.

## School Rules

### When we do good...

- Star of the Week certificates,
- Honk the Good Work Horn,
- House points
- Pasta in a jar
- Line up book – for lining up at playtime
- Golden Time on Friday
- Wow! – goodies box at the end of the week

### WHEN WE ARE NOT GOOD...

1. Verbal Warning (name goes on the board)
2. Photo moved to 'wobbly' – teacher gives a final warning.
3. If moved to 'unacceptable' - move to 'time-out' area within the classroom to complete work.
4. Escorted to another classroom for further time-out.
5. If behaviour does not improve to an acceptable standard, pupil is escorted to head teacher's office. Parents will be phoned or a letter will be sent home.
6. Internal Exclusion
7. If all of this fails to improve behaviour, the individual will be excluded from school for a fixed term!

## **Roles and Responsibilities**

At Wavell Junior School, we believe all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone and affects the way others behave back towards them.

### **Staff:**

- Class teachers endeavour to ensure that their children behave well at all times.
- Teachers contribute to the open door policy for parents, to deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the SENCo and SLT.
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in the above.
- The headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

### **Parents**

- Parents have a vital role in promoting good behaviour in school and so effective home-school liaison is very important. It is important that teachers can gain the full support of parents when dealing with any child's behaviour.
- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the headteacher. The Headteacher will take appropriate action which might mean calling the police.
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher.
- The Governing Body shares the responsibility of setting down general guidelines on standards of behaviour and of reviewing effectiveness of this policy.
- The Governing Body supports the headteacher in the carrying out of this policy.

## **PSHCE AND School Council**

Each class has time for PSHCE (Personal, Social, Health and Citizenship Education). During these sessions we follow the Primary curriculum and SEAL (Social and Emotional Aspects of Learning) programme as well as discussing issues causing concern, the impact of the problems and how we might go about solving them. Each class has two class representatives on the School Council. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects.

## **Supporting children with additional needs**

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying special educational need or disability which should be taken into account. Approaches used to support these children include:

- Discussion with the child about their behaviours
- Continued involvement from, and liaison with, parents

- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/AHT/Headteacher
- Work suitably differentiated to match the child's needs
- Providing additional support in liaison with the SENCo
- Involving external agencies
- Implementation of a behaviour plan
- Investigating options for alternative provision (dependent upon criteria, availability etc.)

Any approaches used will be reviewed regularly and adapted as necessary.

### **Bullying**

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying are dealt with very seriously.

### **Attendance**

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. An attendance trophy is awarded each week in the celebration assembly.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

### **Racial Harassment**

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated. Any such incident will be logged and reported to governors in the headteachers report.

### **In the Playground**

At lunchtime and playtimes, our staff's main purpose is to keep our children safe.

- For unacceptable behaviours the lunchtime staff may refer to the Senior Midday Supervisor or a member of SLT.
- If the matter is dangerous or severe the child/children will be taken to the headteacher.

### **Resolving Problems**

Being fair is of upmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with in line with 'Restorative Approaches' which we use at Wavell Junior School.

The principle is that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused
- Agreeing a range of action in conjunction with all those involved, which will be monitored over an agreed period of time.

***There is a large range of restorative approaches and it is important that they are used in conjunction with, and not in place of, sanctions.***

### **Screening and Searching**

The staff reserves the right to screen all children for banned objects – this may involve asking them to turn out their bags or searching children’s trays (for more detailed information about this and confiscation and disposal see Appendix 1)

### **Use of Physical Intervention**

At Wavell Junior School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children a restrictive physical intervention may be needed. This will only be done in-line with training and is always logged. Such incidents will be reported to governors in the Headteacher’s Report to Governors.

### **Exclusion**

In most cases, fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil’s behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school’s behaviour policy, including persistent disruptive behaviour. If this occurs, parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions, whether fixed term or permanent, can only be imposed by the Headteacher or in his/her absence, a designated representative, normally the Assistant Headteacher. Where exclusion is used the school conforms to the NYCC and DfE guidance. If a child is excluded for a period of less than 5 days the school will provide work; it is the parent’s responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion, the LA will contact parents with details of the Day 6 provision.

### **Behaviour beyond the school gate**

Children are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussion for the orderly running of the school.

Wavell Junior School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Wavell school children.

### **Allegations against staff**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LA Officer and dealt with using NYCC procedure (see Appendix 1 for further information)

### **Staff Training**

As part of an annual review of the staff handbook, all staff will go over our methods for managing pupil behaviour during the September INSET day.

### **Strategies for children in transition**

New children will be made aware of expectations via the Home-School agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the school rules and are aware of the systems for rewards and sanctions.

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## **Appendix 1**

### **Screening and Searching**

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff
- Searches will be carried out of sight of other children
- Suspicion may be aroused
  - As a result of a positive screening
  - Because a child is acting suspiciously
  - Because of something said by the child
  
- There will always be two members of staff present when a search takes place. At least one of those will be the same sex as the child.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched, or if they abscond, their parents and if necessary the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- All searches will be logged (to include name, year, sex, ethnicity, grounds of suspicion, time and place, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow-up actions).
- Parents will always be informed if a pupil has been searched and the result of the search.

### **Confiscation and Disposal**

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police

- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them.

## **Allegations against staff**

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

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Signed: \_\_\_\_\_ (Headteacher)

Date: June 2016

Signed: \_\_\_\_\_ (Chair of Governors)

Date: June 2016

Review date: **June 2018**