



Westbury Junior Church of England School
Behaviour Policy
2020
Pupil and Parent edition
(Coronavirus specific)

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1.0 **RATIONALE**

- 1.1 The ethos at the core of this document was formed back in 2003 and modified annually ever since.
- 1.2 Throughout, reviews and modifications with the widest school community have taken place.
- 1.3 All adults at Westbury Junior are 'teachers' of behaviour. Therefore, they all have a responsibility to work to support each other in educating the children as to what is expected from them, reward them for appropriate behaviour and sanction them for inappropriate behaviour.
- 1.4 Behaviour can be academic, physical, emotional, social or effort related.
- 1.5 Before a child enters the area the staff members adopt a range of preventative strategies for example :
 - Planning activities to keep child involved.
 - Seating plans
 - Use of staff
 - Behaviour programmes.
- 1.6 A constant expectation for **all** children is that they are expected to work. When the child crosses the line of unacceptable behaviour, the adult will make a reaction.
- 1.7 For some this may mean a pat on the arm, a knowing look or a quiet word. Our knowledge of the individual gives us our appropriate strategy.
- 1.8 It is imperative that the children realise that whatever their individual concerns certain behaviour cannot be accepted if it jeopardises the education of others or the staff member's ability to do their job.
- 1.9 If in extreme circumstances a child is then removed from the situation, the support staff and often the leadership team will make a response, which will assess the context, security, frequency and needs of the child before administering the strategy. These extremes will be rare as 97% of the children for 95% of the time will be managed by 'normal' behaviour management in the school.
- 1.10 Over the following pages there is a description of management issues, rules, rewards and sanctions

2.0 **AIM:**

The aim of the School Behaviour Policy is:
To ensure that by their behaviour all individuals and groups

5.0 WESTBURY JUNIOR RULES

- 5.1 As a result of the work undertaken with Governors and staff in 2002 An Aim, objective and rules were established and reviewed each year.
- 5.2 Although maintained for a number of years the review of January 2011 wanted a greater emphasis on the Church aspect of the school. To simplify and make a more powerful key message for the school.
- 5.3 The rules are presented below.

For our whole School community we will.....

- Show respect to everyone and everything
- Expect challenges and meet them with enthusiasm
- Take responsibility for our actions
- Support and encourage others
- Strive to be healthy and safe.

6.0 REWARDS

- 6.1 The promotion of good behaviour must be to the fore, if we are to minimise inappropriate behaviour.
- 6.2 These pages indicate the range of rewards, which can potentially reinforce behaviour throughout the school.
- 6.3 All staff and children need praise and reward. The raising of self-esteem is crucial to maximise the opportunity for success for the children at Westbury Junior.
- 6.4 A positive ethos is also crucial to the maintenance of staff morale. Mutually staff should praise and reward where they can all levels of Staff within the school.
- 6.5 This Behaviour Policy describes both low level possibilities for classes and the more formal arrangements.
- 6.6 With a range of possibilities there is a greater chance for finding the motivation that fits the age and gender of the child.
- 6.7 In class strategies : Within the classroom the following are some opportunities for rewarding children, these are not hierarchical, and can be applied to individual, group and whole class.
- 6.8 Non-verbal praise:-
 - 6.8.1 The literal pat on the back.
 - 6.8.2 A smile of appreciation.

- 6.8.3 Thumbs up.
- 6.8.4 Wink.
- 6.9 Verbal praise is perhaps the most powerful and easiest tool to administer around the school. This can be given “in the ear” or in front of the class.
- 6.10 All praise should be on a 3-1 ratio to sanction comments.
- 6.11 Peers can be harnessed (sensitively) to comment positively on work or behaviour.
- 6.12 Being sent to other adults for praise, particularly with the partner teacher in a neighbouring classroom.
- 6.13 A privilege (or job) within class can be extremely popular for whatever age group. Research for each class needs to be undertaken to find their particular favourites. In 20/21 jobs have due to Covid 19 been focussed within Year groups. These are dependent on good behaviour but should be offered in the first instance to prefects. E.g. Assembly monitors, collecting merits/dojos. Then to be moved onto non prefects.
- 6.14 Monitors will emanate out of these jobs which is the pathway to being a prefect. (see later notes).
- 6.15 The school marking policy linked to reward system.
- 6.16 Prizes for motivating children such as collecting raffle tickets with an end of term/week draw.
- 6.17 Year group assemblies will for this year include a celebration element.
- 6.18 Prizes and presents. At the end of the year trophies are awarded. These are for Sports person of year, most improved behaviourally, most improved academically, prefect of the year. The Wareing Cup was presented by the Wareing family to the school to be awarded for outstanding contribution through adversity to school life. In 2014 The Lydia Lewis cup presented for the first time for contributions to the Arts. In 2016 the Governors Progress Cup was created to celebrate the children who had made the most progress in the school overall since their arrival in year 3. 2018 the Achievement cup was presented to the child attaining the highest score in the Year 6 SATs.
- 6.19 Certificates
 - 6.19.1 At Westbury Junior there are a range of certificates given for a variety of reasons.
 - 6.19.2 Swimming– given in celebration assembly by Headteacher,.
 - 6.19.3 Class – given by Class Teacher for a variety of reasons.

- 6.19.4 100% attendance – End of each of Winter, Spring and Summer terms these children will receive a treat. For those who have managed 100% all year this will trigger a further reward. In 2019 it was introduced that those children who had verified unavoidable medical appointments would also be included.
- 6.20 Dojos/ Merits.
- 6.20.1 From 2020 the Dojo system of rewards was introduced across the school with as equal value as merits. These can be awarded for any notable behaviour, work, improvement, effort and kindness.
- 6.20.2 On Friday the pupils cash in their stickers/merits/Dojos and the class total is collated.
- 6.20.3 Head teacher stickers are awarded for outstanding work or behaviour. These stickers are worth three merits/dojos.
- 6.21. Prefects.
- 6.21.1 A prefect is any child from any year group who fulfils the criteria listed below
- 6.21.2 After four weeks, nominations will be discussed within the year group and passed to the Headteacher at the deadline set. If successful the child a letter will be sent home to confirm the appointment.
- 6.21.3 A typical prefect is someone who:
- Displays an excellent learning attitude
 - Obeys the school rules.
 - Has proved their responsibility by being a monitor appropriately.
 - Returns homework/extension work on time
 - Reads at an hour a week
 - Sets a good example to others
 - Completes the time tables
 - Shows by their actions that they are trying to make Westbury Junior the best it can be.
 - Has not been in the hall for a detention for the past 4 weeks.
 - Wears school uniform with pride
- 6.22.4 Prefect badges are presented in assembly
- 6.22.5 Their duties as prefect will be varied but could include:

- Being able to represent the school at events and functions.
 - Being a witness, as prefects are trustworthy.
 - Run school errands.
 - Being chosen for 'special jobs' by the school.
 - First choice for showing visitors around the school.
 - To leave the classroom first.
 - Sitting on the bench in assembly
 - Assembly monitors
 - Leading other monitors
 - The first for 'treats'.
 - To attend prefect events if held
- 6.26.6 To access any of the above their badge must be worn at all times.
- 6.22.7 The post of prefect will be immediately taken away if they:
- Appear in the hall for misbehaviour.
 - Do not wear the badge with honour and respect.
 - Perform their job poorly.
 - Work deteriorates.
 - Attitude deteriorates.

7.0 **SANCTIONS.**

- 7.1 Children need clear boundaries for their behaviour to improve
- 7.2 Irrespective of need if the behaviour of a child impacts seriously on the groups/classes education or impacts on the staff's ability to teach, there must be a reaction.
- 7.3 Lower level behaviours will be dealt with knowledge of the individuals needs and will vary. It is imperative that the group/class understands that a reaction is made.
- 7.4 Before reacting to the child run through a mental checklist of some possible causes of apparent misbehaviour.
- A medical condition
 - A personal agenda brought into school
 - As a result for not being able to access the curriculum.
 - They have finished the work.
 - They think they are having fun!
 - Trigger by others or environment.
- 7.5 There are three level of sanctions.

Level 1 - these low level sanctions that involve the adult and the individual only.

Level 2 - those that are strategies that will be within the class forum.

Level 3 - Will only be able to take place with the support of staff outside of the classroom.

7.6 Level 1 for example: Ensure the working environment is conducive to good behaviour e.g. fresh air, children are not thirsty.

7.7 Tactically ignore and return later.

7.8 Engage in conversation to ascertain if appropriate:

- Whether there is a problem.
- Whether they have finished.
- Reaffirm class and school rules.

7.9 Give a time limit to complete task or behave.

7.10 Level 2 Sanctions - strategies that will engage others in the classroom.

7.11 After a while working with a TA the class teacher will know that the assistant will often instigate a preventative move to a child on their own initiative. This will be done without undermining the teacher.

They could also:

- Work on level 1 strategies.
- Have a private word with the child (in or outside of the room).
- Work alongside the pupil either in group or 1-1 situation.

7.12 Moving a child from their seat to another part of the room.

7.13 The child should be clear as to why this has occurred, ideally at an earlier point this was flagged up as a possibility.

7.14 The time away is focussed on the completion of a task or a time period. Ten minutes should be a maximum if it is to be effective. Without this parole facility why should they behave?

7.15 This strategy demands some pre-planning as a space needs to be earmarked for the child to move to.

7.16 Once moved the child needs clear advice as to what behaviour should be in their new seat to be able to get back to their original seat.

7.17 On successful completion, reward them with praise and hope with them it is the last occasion.

7.18 Level 3 Sanctions - strategies that if applied will involve staff outside of the classroom.

7.19 More often it is the child who accumulates misbehaviour rather than an extreme behaviour.

- 7.20 Work sent home to finish, reinforced in the homelink book.
- 7.21 The main strategy for the school is going into the hall for detentions at morning break.
- 7.22 Staff will have a range of triggers for this to be enacted but will always refer back to the school rules.
- 7.23 If they continue to disrupt and get five hall detentions then they will be placed on report.
- 7.24 If a child reaches eight hall detentions they will receive an automatic internal exclusion
- 7.25 Remove the child out of class. This can be initially to a colleague in the year team and should be used in the same way as described in point 7.44.
- 7.26 In extreme circumstances a child may need to be positively handled to protect themselves or others.
- 7.27 When a child is removed staff should provide:
- Work to be completed.
 - Time or behaviour required before they can return.
- 7.28 To conclude, in extremely rare circumstances a child may bypass level 1 and 2 and go straight to level 3. This will be when a class has an inability to learn and a staff have an inability to teach. This is gross misdemeanour
- 7.29 To define this more closely gross misbehaviour is:
- Prolonged open defiance.
 - Verbal abuse of children and/or staff.
 - Physical abuse of children and/or staff.
 - Major vandalism to school or personal property.
 - Temper tantrums.
 - Absconding
 - Bullying
 - Substance abuse.
 - Deliberately breaking the Coronavirus strategies in place around the school
- 7.30 Class teacher can send children directly to head teacher if they feel that a gross misbehaviour is occurring.
- 7.31 If this is the case the child receives an automatic hall detention.
- 7.32 Head teacher will then work with the child and depending on response will return the child when they are ready to work in class without causing disruption
- 7.33 In both cumulative and gross misbehaviour circumstances external exclusion is a possibility. After taking advice the Headteacher or the

Assistant Head with responsibility for the day will instigate the formal procedure as laid down by the L. A. and the D.f.E.

- 7.34 Any exclusion will have high parental involvement and a planned return.
- 7.35 It is a possible strategy for the child to be placed on internal exclusion. That is removed from all lessons and playtimes for a day. A child must reach a certain standard of behaviour before they can return to class. This will take place in the Heads office.

8.0 PLAY AND LUNCHTIMES

- 8.1 Although the school rules and much of level 1 strategies apply, play and lunchtimes require their own arrangements.
- Prevention is always better than reactions. So MDSA's have a role in encouraging play, organising games leading activities.
 - SMDSA to lead the team so all take part in all aspects.
- 8.2 MDSA have merits to allocate either in or outside for appropriate behaviour (see 6.21.5)
- 8.3 These must be given it is the child's responsibility to hand into class.
- 8.4 If MDSA's use stickers they must be allocated on the same basis.
- 8.5 Misbehaviour in the class, some examples:
- Warning** - food swapping
cheeky
Banging knives & forks
Chatting when supposed to be quiet
- No warning** - flicking food - Hall detention
Swearing - Hall detention
- 8.6 When a child misbehaves in the class then they are given a warning and then if misbehaviour continues they are then sent to sit on an alternative place.
- 8.7 In extreme cases as in level 3 of the main document, the Headteacher will take the child out of the class.
- 8.8 In the playground strategies will be:
Split up disruptive groups.
Separate child and ask them to escort SMDSA
- 8.9 If this continues then they will have a hall detention. The children may move straight to this point if they are engaged in:
- Spitting
 - Fighting
 - Defiance
 - Bad swearing

- Serious rudeness.

9.0 CONCLUSIONS.

- 9.1 Westbury Junior has a commitment to promote good behaviour. By doing so, the child's self esteem will be raised and their performance in the classroom enhanced.
- 9.2 But above all if we as staff are positive and encourage good behaviour management amongst ourselves we will see the dividends in the children.

THE MANAGEMENT OF HALL DETENTION

1. Hall detentions occur throughout the years irrespective of staff absence or weather.
2. Teachers arrive promptly.
3. Children are asked to appear in their designated year group bubble space.
4. Whilst queuing it will be unreasonable to ask for total silence, but teacher can engage in the following:
 - Greeting
 - Confirm why they have hall detention.
 - Reiterate expected behaviour.
 - The order of arrival will be the order they leave
5. When ready teacher in the bubble places them, and expects them to sit still, silently, facing a wall
6. Children complete 3 w sheet in sentences.
7. If help needed, hands need to be raised.
8. If child is punctual or has good reason for being late then they are eligible for 'parole'. This is where if they behave appropriately they can leave 5 minutes early. Children on report are ineligible for parole.
9. Dependant on behaviour, teacher fills in behaviour sheet. If the child is judged to have behaved poorly in the hall, they will have to repeat detention.
10. For anyone on report hall detention book is also marked off.
11. For children who miss two consecutive hall detentions, after school detention.
12. For outlandish behaviour immediate referral to head teacher.

