



WCEJS Behaviour Policy

*Through living our Christian values, everyone at WCEJS has the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

Building solid foundations (Matthew 7: 24-27)

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 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. We expect all members of our community to:

- Self-regulate their behaviour as a result of knowing what is expected and through living the school values;
- Be proud of their achievements and celebrate them in an appropriate way;
- Be allowed to make mistakes as a part of the learning process, without associated feelings of guilt, shame or disgrace;
- 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, our policy and practice relating to behaviour.
- 1.2 Expect politeness, honesty and trust in all communication between members of our community.
- 1.3 Acknowledge and celebrate positive behaviour, rewarding positive choices and using this 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 Encourage personal growth through self-regulation, emotional literacy and zones of regulation.
- 1.6 Find positive resolutions and repair relationships through our restorative practice.
- 1.7 Monitor incidents to ensure that behaviour is improving and that outside agencies are involved / informed as appropriate (this includes the monitoring and reporting of racist, homophobic and any other behaviour deemed to be discriminatory).

2 Expectations

- 2.1 Everyone has the right to feel safe and enjoy coming to school.
- 2.2 Everyone is expected to show respect for each other and the environment. We believe in equity and that everyone be given a 'fair go.'
- 2.3 Anyone who feels unsafe or unhappy about the behaviour of others is encouraged to share their thoughts and feelings respectfully. We strongly encourage individuals to be honest, in order that misconceptions are addressed and positive resolutions found. Everyone is expected to engage in our restorative practice when required.
- 2.4 Parents will support the school in maintaining high standards of behaviour in and out of school and engaging with the school to manage behaviour positively. Where we receive information about incidents outside of school, we will work with parents and outside agencies to support their child.
- 2.5 Our expectations are shared with the community regularly through collective worship, the curriculum, extra-curricular activities and through our regular publications to parents.

3 Rewarding positive behaviour

- 3.1 Positive behaviour includes, but is not limited to: making positive choices; supporting others, being organised, being honest, listening, taking responsibility for your own behaviour and that of others, acts of kindness towards others and showing resilience in completing a task.
- 3.2 Rewards include knowing that you have behaved positively and lived the school value(s), reciprocal behaviour, verbal or written praise, feedback to parent, house points, commendation cards, reward time, additional privilege or a headteacher award.
- 3.3 Positive behaviour is celebrated publicly in collective worship and shared through our weekly newsletter.
- 3.4 Feedback will be shared with parents throughout the year, via email, telephone call or meetings in school. There are opportunities each term to meet teachers at consultation sessions and termly progress updates provide further feedback on attitude, effort and behaviour.

4 Supporting children to make good choices

- 4.1 We accept that poor behaviour choices can have a negative effect on the individual and / or the community. We strive to support individual children and the whole school community so that behaviour remains respectful and safe.
- 4.2 Support for individuals and the community is designed to:
 - help the person understand that they have made a wrong choice and that their behaviour has affected others in a negative way
 - help them find a positive resolution to the situation and to repair relationships
 - encourage them to think ahead and make positive choices
 - keep everyone safe, let everyone enjoy their time at school and allow everyone to learn well.
- 4.3 Support will be appropriate for the behaviour, taking into account the needs of individuals and the community.

Respect

Responsibility

Reflection

Resilience

5 Our supportive practice

- 5.1 Information received about children is shared with staff through our online management system, in order that appropriate support may be put in place and monitored. Parents are encouraged to share information regarding their child with the school, particularly where this may affect behaviour.
- 5.2 Children joining the school are introduced to our expectations and behaviour management systems through collective worship, the curriculum and time with the class teacher. We make good use of buddy systems to provide further support. Our expectations are shared with parents through our welcome pack. We revisit our expectations regularly throughout the year.
- 5.3 Effective classroom management strategies are applied by staff who receive regular training in behaviour management. Year leaders support class teachers, who are in turn supported by senior leaders and the governing body.
- 5.4 Restorative meetings are held to ensure that all parties are included and can be part of resolving the situation. All members of the community are expected to engage in such meetings as appropriate.
- 5.5 We use the Zones of Regulation to help children better understand their feelings and to self-regulate their behaviour. Our approach is based on de-escalation and good use will be made of regulation time (an opportunity to think quietly until ready to engage with further support).
- 5.6 Negative behaviour choices have been grouped into 4 levels (1-4) with level one being generally low-level disruption and level 4 being the most serious behaviour: examples of behaviour and likely support are clearly displayed in classrooms and are referred to regularly (see appendix B). More intensive support will be necessary for repeated or more serious behaviour. This may include supporting children at social time or after school (for same-day after school detentions parents will be notified as soon as is practicable). Support may mean that children work with different learning partners, sit in a different place or work in a different area of the school away from their peers. To reduce the risk of suspension, 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 one to one support and for a review of provision).
- 5.6 Behaviour Support Plans (BSP) are used to support children with a particular focus or behaviour need: a plan will contain a small number of objectives (usually two) and the support that is available (this plan will be produced with the child and parent and may be monitored by the class teacher, year leader or a senior leader – see the 5 stage approach in the appendices). We encourage parents to reward children at home whenever improvement is demonstrated.
- 5.7 A Positive Intervention Plans (PIP) is used to manage more difficult behaviours. This will be created with the child, parent and teacher / senior leader. The plan will include our expectations – the positive behaviours we wish to see, the typical negative behaviours that are seen and the support the school will provide to help the child make better choices. Additionally, support from outside agencies may be sought (this may include advice, focussed work with an individual or family, whole staff training or a placement at a more appropriate setting for a period of time).
- 5.8 The most serious behaviour may result in a child being suspended from school, 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 suspension and exclusion). A re-entry meeting will take place with a parent after a period of suspension; the child's re-entry to school will be supported through a period of reinduction before they return to the class setting.
- 5.9 Pupils and / or their possessions may be searched or confiscated if there are reasonable grounds to do so. We do not screen pupils in school. Our process is set out in the appendices and takes full account of the DfE document Searching, Screening and Confiscation, July 2022.
- 5.10 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.

6 Ensuring Consistency

- 6.1 We revisit expectations with children through collective worship, class time and the curriculum. Celebration worship is a weekly opportunity to reflect on the positive choices that have been made. Regular training is provided for all staff with regard to our behaviour policy and practice.
- 6.2 We share our expectations with parents prior to children joining the school. Policies are shared with new parents on entry to the school and regularly reminders / updates are sent to parents throughout their time at the school (these can be found on the school website).
- 6.3 Rewards, incidents and support are logged and monitored in order to measure the effectiveness of our practice and to inform staff training. These are shared with the governing body each term.
- 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.

Date of next review: as required

Rewards for Positive Behaviour

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 of our certificates celebrates someone who exemplifies one of our virtues or values. Children helped to create the cards and are a part of developing them.

House points may be earned for such things as living the school values, for good 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.

Commendation Card

Children may be commended for regularly living the school values to demonstrated the school virtues. These are entered into a weekly draw – winners receive a £5 book token.

Links

Link points will be awarded to a class 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 minute of reward time). Links may be recorded on a board or added to a paper chain displayed in the classroom. Poor choices of a small number of children will not prevent the class from earning links.

Reward Break

Classes receive up to 20 minutes reward time each week, depending on how many links they have earned. This time is usually spent outside during one afternoon. Children who require additional behaviour support will spend some or all of this time with a teacher elsewhere.

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)

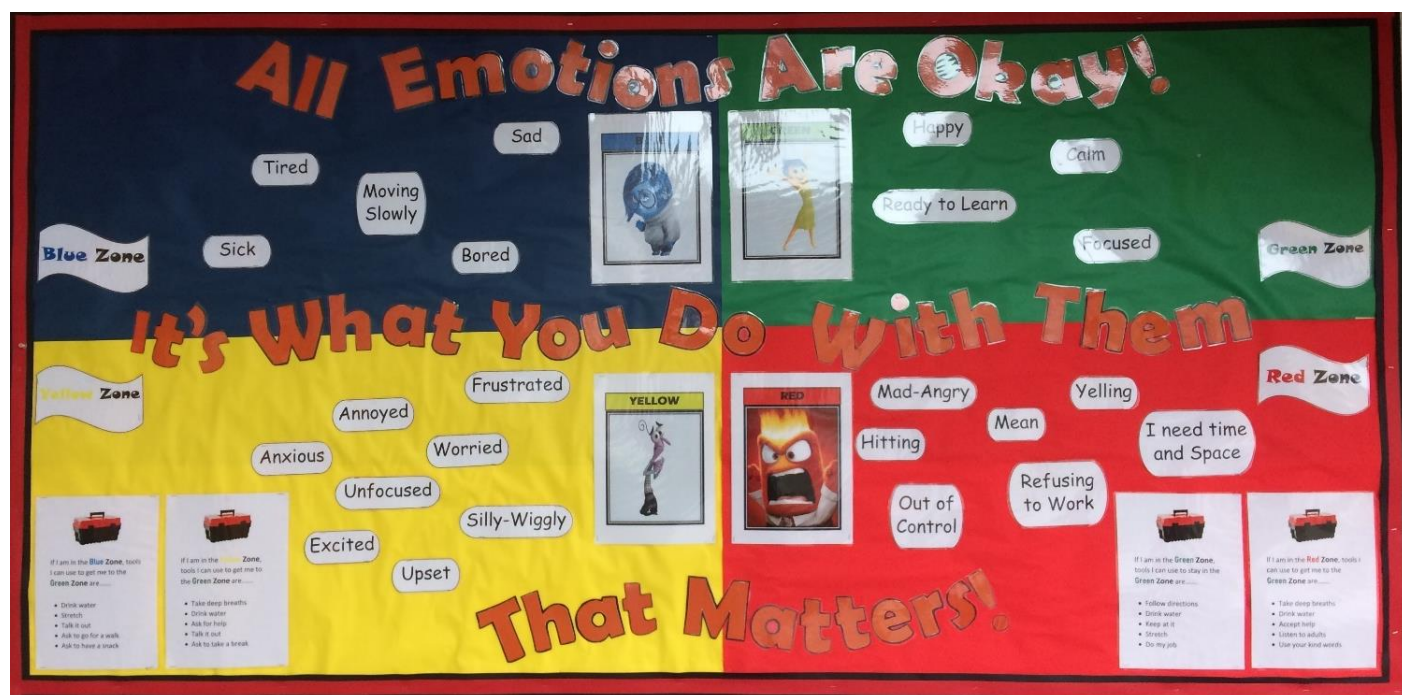
These awards are presented at the end of year assembly, to which parents are invited.

Behaviour Regulation Chart

Level	Choices	Support
Expected	<ul style="list-style-type: none"> Be safe, respectful and take responsibility for your actions Follow instructions and engage with learning / school activities Care for your environment 	Verbal or written praise, feedback to parent, house points, class links and reward time, commendation certificate, headteacher award, roles of responsibility, additional privileges and activities.
1	<ul style="list-style-type: none"> Not following instructions promptly or not engaging Unsettled behaviour Misusing equipment Disrespecting the environment 	Bluebird box, non-verbal / verbal cue, reminder of expectations, zones of regulation, removal of equipment, regulation time, restorative meeting, restorative task, social story.
2	<ul style="list-style-type: none"> Continued Level 1 behaviour Unkind / unhelpful words Unkind / unhelpful actions Disrupting learning or activities 	Revisit expectations, verbal warning, change of place, regulation time, zones of regulation, restorative meeting, restorative task, social story, review of support, parent informed, Behaviour Support Plan (class teacher).
3	<ul style="list-style-type: none"> Continued Level 2 Behaviour Severe disruption to learning Verbal or physical aggression (peers), including bullying, cyberbullying and discrimination Damage to / theft of property 	Regulation time, zones of regulation, loss of social time, restorative meeting (SLT), parent informed, review of support, Behaviour Support Plan (Year Lead or SLT), after school detention, Positive Intervention Plan, isolation.
4	<ul style="list-style-type: none"> Continued Level 3 Behaviour Verbal / physical aggression (staff) Endangering safety of self / others Leaving the school site Serious incident / disruption to the running of the school. 	Regulation time, review of support, Positive Intervention Plan, after school detention, isolation, suspension, outside agency intervention, managed move, permanent exclusion.

Zones of Regulation

This display is used to help children reflect on their feelings and mood. Appropriate strategies are then chosen, in discussion with the adult, as a way of promoting self-regulation. Children may have their own versions of this chart to use in classrooms and around the school.



Restorative Approaches

We use a five-step process to facilitate difficult conversations and to find positive resolutions. Everyone is expected to make a positive contribution to the process.

Restorative Approach – 5 Step Model		
1	What happened?	We accept that people will see / experience / remember things differently. Everyone has the chance to tell their version of what happened whilst others listen respectfully. It is likely that agreement is reached about what is most likely to have happened, however there are occasions when parties must agree to disagree.
2	How did it make you feel?	Everyone is given the opportunity to vocalise their thoughts and feelings. This often helps us to understand why events happened in the way that they did. It also enables people to develop their emotional literacy, recognising that particular feelings might lead to particular actions; this is an important step in self-regulation of behaviour.
3	Who was affected?	Through discussion, we identify who has been affected by the behaviour / incident. This often goes far beyond the people who are directly involved and it is important that people fully understand the impact of their behaviour.
4	What needs to change?	We reflect on the choice of actions and how more positive choices are needed in future. We will use our school vision and the school values to help us both reflect on what has happened and to identify better choices that need to be made moving forward.
5	What now?	We decide on consequences and / or support that may need to be put in place.

Respect

Responsibility

Reflection

Resilience

Behaviour Management: 5 Stage Approach

Most children will not need behaviour support, apart from the infrequent reminder, non-verbal cue or the use of good classroom management. Praise, reward, positive relationships and clear expectations are enough for most to 'stay in the green.' The weekly behaviour monitoring chart is a useful tool to identify those who may need additional support. This should be completed and discussed with your year leader at weekly PPA sessions.

1

- RA Meeting with child, teacher and year leader to revisit expectations
- Inform parent of concerns and gather further information (record to CPOMS as appropriate)
- Agree how best to support the child
- Monitor through weekly behaviour monitoring form and update parents

2

- Set up a positive behaviour plan with the child
- Inform parents (provide copy) and anyone who teaches / supports the child
- Share additional information through CPOMS
- Monitor progress towards targets daily (teacher) and apply rewards / consequences
- Review plan (amend targets, extend or remove plan); update parents and staff

3

- Review existing positive behaviour plan (consider additional needs and liaise with SENDCo as appropriate)
- Set up amended plan with year leader and parents; share with all who support the child
- Share additional information through CPOMS
- Monitor daily (year lead) and review as in stage 3

4

- Review existing positive behaviour plan (consider additional needs and liaise with SENDCo as appropriate)
- Set up amended plan with senior leader and parents; share with all who support the child
- Consider additional support from external agencies (PRU, CAMHS etc)
- Share additional information through CPOMS
- Monitor daily (senior leader) and review as in stage 3

5

- Review of previous plans and current need
- Liaise with SENDCo
- Produce a Positive Intervention Plan and share with all concerned

Procedures for searching, screening and confiscating

1. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school rules identify as an item which may be searched for. A search in such circumstance does not require pupil consent. Under common law, school staff have the power to search a pupil for **any** item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.
2. Prohibited and banned items: knives and weapons; alcohol or tobacco / cigarette papers / vaping equipment, lighters or matches; drugs or medicines; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil); fireworks; pornographic images.
3. Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is; further explanation of the reasons for the search will be given. If a pupil continues to refuse to co-operate, the school may sanction the pupil in line with the school's behaviour policy, this may include removal from class or communal areas (in this instance the parent will be contacted in order that the situation can be positively resolved). If the search is deemed necessary, reasonable force will be used in line with our Physical Intervention Policy.
4. Any search will be made in the presence of the child, in a suitable environment and it will be witnessed; it will be carried out by a member of staff of the same sex. If circumstance necessitates a lone search, a search by an adult of different sex or a search in the absence of the child, details will be reported as soon as is practicable to the designated safeguarding lead. As far as possible, children will conduct the search themselves, ie laying out items from their bag / locker or emptying pockets. Children may be required to remove outer clothing (anything that is not in contact with the skin or is the sole layer covering underwear), including shoes.
5. Digital items may be subject to search if staff have a good reason (data likely to cause harm, undermine safe environment or commit an offence). Children will be asked about data stored on their device, eg texts, social media content or images. Staff may agree with the child that data be deleted as part of our restorative process. Some data may require the device to be confiscated, ie content suggesting a child may be at risk or to have committed an offence (in such circumstances the DSL will be informed and outside agencies informed as appropriate).
6. After a search, the child and parent will meet with a senior leader to review the reasons for the search, the result of the search and any consequences / follow up that are deemed necessary. Details of the search and meeting with parents will be logged on CPOMS (online safeguarding recording system). It will include: date, time and location of search; pupil(s) involved; staff present; reason for search; items found (including what was done with the items); consequences / follow up for the child. Analysis of searches will be made annually.
7. Items found in a search may be returned to the rightful owner, held in school for parental collection, disposed of or passed to the police. Any action will be recorded.
8. Items may be confiscated with good reason. This includes any item that is likely to disrupt learning, be unsafe or an item that children have been told is not appropriate for school. Usually, children will be asked to put the item in their bag and refrain from bringing it into school again. Where pupils decide to bring the item in again, it may be held until the end of the school day when it is returned to the child. Items may be held in the school office for collection by the parent. No responsibility is accepted for the loss or damage to an item whilst confiscated.