



West Byfleet Junior School

Behaviour Policy

This is West Byfleet Junior School's policy for behaviour and is set within the context of the whole school values.

At WBJs we strive to develop the whole child by providing a caring ethos within the values of:

A - Aspiration
R - Resilience
O - Opportunity
C - Creativity
K - Kindness

POLICY AIMS

The primary aim of our behaviour policy is to promote good behaviour.

We have school rules and the staff do not ignore unacceptable behaviour.

This policy also aims to:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline, respect and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure all staff, parents and children are aware of their roles and responsibilities in regards to behaviour management.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour, we acknowledge that these are goals to be worked towards. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

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The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

At WBS we are beginning to use 'The Zones of Regulation' as a tool to support children with managing their own behaviour. This is an emotional regulation tool that can guide our children to self-regulate their emotions, in order to respond appropriately. It helps children to know and understand that problems, emotions and reactions come in different sizes and that the size of the reaction has to match the size of the problem. Children learn healthy coping regulation strategies which allow them to help themselves in different situations.

We define unacceptable behaviour as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Refusing to follow direct instructions
- Lack of respect
- Repeated breaches of the school rules
- Any form of bullying
- Physical assault
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Peer on Peer Abuse (see appendix 8)
- Possession of any prohibited items.

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

The Head teacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies

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- Ensure the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff will:

- Model positive behaviour.
- Offer the children choices and the chance to make the right decision.
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents (see appendix 2 for a behaviour log)
- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all
- Manage the appropriate use of different rewards effectively.
- Inform parents/carers about the welfare and behaviour of their children

The senior leadership team will support staff in responding to behaviour incidents including seeking training and support when necessary

Parents will:

Parents are expected to:

- Reinforce the school's behaviour code
- Support their child in adhering to the school rules and systems
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Avoid commenting on school issues on social media

The Children will:

- Follow the school rules and code of conduct
- Behave in an orderly and self-controlled way
- Be responsible for own actions and their impact on others in the classroom and around the school
- Show respect to members of staff and each other, their work and property
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Always set a good example
- Always remember manners
- Be kind to each other including, kind hands, kind feet and kind words
- Be respectful to everyone

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- Use social media responsibly in and out of school
- Treat others, as you would like them to treat you
- Be ambassadors for West Byfleet Junior School both in and outside of the school gates.

Lunchtime & Playtime

Playtime is treated the same as any other time of the day and the same rules apply. On the main playground the children can play a range of ball games. Areas within the zones can be allocated for those children who wish to read or draw. Additional support may be given at lunch/play times to promote positive behavior and modelling how to play games with others, take turns, and share. The lunchtime staff and any other school staff on duty will promote good behaviour/game playing. They will follow the school behaviour policy and record any incidents accordingly.

Incidents are to be recorded in each year group's incident books which are kept in the classrooms. Teachers will check these daily to ensure incidents are dealt with immediately. Teachers will record incidents on CPOMs if necessary.

Nurture Club

This is a lunchtime club provided by the school and supervised by staff for children to have time to be supported with play indoors, developing social skills and is also useful for children who find the large play area stressful.

Pupils conduct outside the school gates at West Byfleet Junior School

We have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extra-curricular clubs and extended school activities which take place beyond the normal school day – e.g.: football matches. Incidents outside school that affect school will be investigated and sanctions applied. Attendance on school trips and residential are deemed to be a privilege and therefore any child who cannot display appropriate behaviour at all times will not be accepted onto the school trip. Any poor behaviour outside of school, which can be associated with our children or our school, will follow the sanctions as outlined in this policy. School is proud of the reputation of our school and will always strive to ensure that our children show good standards of conduct at all times.

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. As a school we have a weekly Celebration Assembly where we praise children for being stars of the week. This is also shared in the weekly Newsletter.

Headteacher Awards

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Headteacher awards are given to children who have shown consistent hard work, exemplar behaviour or have been recommended by other adults in school for attainment or achievement or exceptional behaviour.

The following rewards are presented publicly during weekly Celebration Assembly:

- Stars of the Week
- Head Teacher awards if any
- Accelerated Reader awards
- Times Tables Rockstars certificates for accuracy and improvement
- Most tidy classroom of the week
- Walk the world awards

Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use a staged approach to help manage classroom behaviour. This is a whole school approach for behaviour management with agreed whole school sanctions, set out in 4 stages. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. The principle behind this system is:

1. That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
2. That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
3. Pupils who regularly follow the rules are noticed and rewarded.
4. The system allows for the following:
 - A consistent approach that can be used by all staff
 - Whole class and individual reward system
 - Least intrusive approaches are used to manage behaviour
 - Teaching of specific behaviours and routines
 - Each day is treated a fresh start.

Below are the stages of actions and sanctions:

Please note: Certain harmful and abusive behaviour goes immediately beyond the stages and is dealt with by SLT immediately.

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Stage 1 Low level disruption

| Examples | Actions/Sanctions |
|---|---|
| <ul style="list-style-type: none">• Talking• Not listening• Out of seat• Making inappropriate noises• Not working,• Pushing• Rough, non-malicious play. | <ul style="list-style-type: none">• Praise of other children - eye contact (stern stare, raised eye brow)• Assertive body language (crossed arms, frowns etc.)• Name/pause technique - being close and whispering a firm reminder• Gentle touch on shoulder/pat on back• Reminder of class rules• A quiet word• Direct to seat• Quiet unobtrusive 'What should you be doing?' or 'Are you okay?'• Not allowing them to sit with friends |

Stage 2: Continued low-level disruption

| Examples | Sanctions |
|---|---|
| <ul style="list-style-type: none">• Not completing a reasonable amount of work in a set time due to behaviour• Deliberate disruption e.g. trying to distract other pupils from their work, repeated rough play or general roughness, etc. / lying etc. | <ul style="list-style-type: none">• Child's name written on the amber section of warnings chart• Seat somewhere separate from class group• Set a time limit for improved behaviour• Reminder of expected behaviour• Move to end of row if in assembly• Access 'Time out' - child sent to a named class until they are ready to join back in <p>Record incidents on CPOMs if necessary.</p> |

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Stage 3: Continuation of the behaviour in Stages 1 and 2

| Examples | Sanctions |
|---|---|
| <ul style="list-style-type: none">• Talking• Not listening• Out of seat• Making inappropriate noises• Not working,• Pushing• Rough, non-malicious play.• Not completing a reasonable amount of work in a set time due to behaviour• Deliberate disruption e.g. trying to distract other pupils from their work, repeated rough play or general roughness, etc. / lying etc. | <ul style="list-style-type: none">• Name moved to red section of warnings chart. Lose the next break time or 15 mins of lunchtime (whichever comes first or is more appropriate) <p>Record incidents on CPOMs if necessary.</p> |

Stage 4

| Examples | Sanctions |
|---|--|
| Intentional violence Intentional damage to property Refusal or lack of respect Persistent rudeness / bullying etc. | Escorted to (or send for) DHT or HT in that order Possible Inclusion Team involvement for referral or support Letter of apology Immediate parental involvement Pupil 'on conduct card / reward chart/individual behaviour contract Record incidents on CPOMs. |

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Stage 5

| Examples | Sanctions |
|---|---|
| Repeatedly leaving class without permission or running around school Behaviour is creating a health and safety risk Running out of school Repeated fighting and intentional physical harm to other children Verbal abuse to any staff Theft Persistent bullying | Fixed term loss of breaktime and lunchtime Possible playtime/lunchtime exclusion Record in racist incidents book if and when necessary Meeting with parents Possible fixed term exclusion Record incidents on CPOMs. |

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the educational psychologist may be necessary. This decision will be made by the head teacher.

Reporting behaviour and managing impact

The online system of CPOMs is used by staff members to report and record incidents regarding the behaviour and safeguarding. This provides us with a continuous log of any events recorded and also alerts the designated safeguarding leads.

Some children will also have in class reporting systems put in place by class teachers or the SEND team. CPOMs will still be used for these children but the in class system provides immediate information and feedback between staff.

SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. Special Needs are seen as a reason not an excuse for inappropriate behaviour, and in working with parents/carers our role is to teach appropriate behaviours. 15 We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) or YPAS (Young Person's Advisory Service).

Anti Bullying

Introduction

The aim of the Anti Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it

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is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will pupils be able to fully benefit from the opportunities available at schools.

What is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

physical (hitting, kicking, theft)

verbal (name calling, racist remarks)

indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

The school's teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it, in accordance with school policy.

What is our responsibility?

To ensure all staff have access to the Anti Bullying Policy and Behaviour Policy, and have opportunities to speak to adults about issues that concern their wellbeing.

How do we implement our policy on anti bullying?

The following steps will be taken when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

An investigation of the event will be undertaken by the member of staff and all children involved will be interviewed. In line with the school policy on behaviour, a verbal warning will be given.

If the event happens again, then the member of staff will inform parents of all the children concerned and support the child who is being bullied, whilst applying sanctions to those who bullied.

If, after parents are informed, another event happens, then the event is recorded and parents are invited to meet with the Headteacher to discuss possible sanctions and the impact on the individual being bullied. A record of the event will be recorded and the subsequent meeting with parents as well as any actions to be taken.

How to support pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice

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- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following sanctions will be applied:

- Verbal warnings to cease offending
- Temporary exclusion from the playground
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum, the school will raise the awareness of the nature of bullying through:

- inclusion in PSHE - class lesson time
- assemblies – children will be involved in leading these as well as adults
- including in other subject areas where possible
- taking part in anti bullying events and national weeks.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Monitoring arrangements

This behaviour policy will be reviewed annually by the Deputy Headteacher and ratified by the full governing body.

This policy also links to our Child Protection and Safeguarding Policy.

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