



## Westbourne Junior School Behaviour Policy

*Please read in conjunction with Safeguarding and Bullying policies and KCSIE. Reception follow EYFS behaviour policy*

### **Rationale**

Westbourne School offers a caring and nurturing environment, where children can flourish and be their best selves. Growing up is not always straightforward, and along the way there are challenges which all young people will face - it is not always easy to make the right decisions. Our Behaviour Policy is a useful tool to remind everyone of the basic expectations of all, and to outline the reward and sanction procedures we have in school.

### **Aims**

1. To support and uphold the schools key values of *excellence*, *inclusion*, *respect* and *resilience*;
2. To provide clarity of behaviour-related procedures.

### **Expectations**

In order to ensure our key values are displayed by all, we expect the following:

That all pupils will

- *work to the best of their ability in all areas of their education;*
- *complete, on time, any homework which is set;*
  
- *be welcoming and friendly towards all members of our school community, and any visitors;*
- *always try to show an appreciation that everyone is different, and that all are equal in dignity and value as people;*
  
- *communicate with others in a respectful manner;*

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- trust that their teachers and the school will put the best interests of the children first in any decision that is made;
- take responsibility for their own behaviour in school;
- learn from any mistakes, and use them as an opportunity to reflect and make better choices moving forwards.

It goes without saying that the pupils will meet these expectations if they are reinforced regularly at home. Where school and home can work together to nurture our 4 key values in all pupils, we will feel confident that we are educating children for life.

## Overview

Behaviour is the way in which we act and respond to situations. At Westbourne School we expect the highest standards in behaviour at all times. We believe that each member of our school community is entitled to work in a safe and secure environment with a respectful culture. The school behaviour policy is therefore designed to promote the way in which all members of the school can live and work together in a supportive way.

To ensure that effective teaching and learning takes place we create an environment where students respect others and behave appropriately. We believe that it is important not only to have good general behaviour but also behaviour that enables and encourages good learning.

Our staff expect and model decent behaviour so that our students will be better equipped to become responsible members of the wider community. Staff consistently challenge inappropriate interactions including the use of offensive language. They do this professionally and without humiliation or the use of sarcasm. This policy should be consistently reiterated and reinforced.

## Rewards and sanctions

Good behaviour is recognised and praised frequently to promote positive consequences and diminish negative ones. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. We are mindful that extrinsic rewards can lead to a dependency on reassurance. Therefore we ensure a balance in our approach to promote reflection and intrinsic motivation. The

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most common reward is praise with an explanation for their behaviour, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as particularly noteworthy achievements.

## **KS2 Behaviour System**

This ensures an **additional** focus on the positive aspects of behaviour such as kindness and good manners whilst making it clear that unkind and disrespectful behaviour will not be tolerated at Westbourne. The following following **behaviour ladder system** will be used initially within each Junior School class in Year 3 - Year 6:

### **Positive Behaviour**

1. Well done
2. Choose a sticker
3. Collect a behaviour badge
4. Visit to Headteacher
5. Postcard home to celebrate success

### **Detrimental behaviour**

1. Verbal warning
2. Sad face
3. Reflection Club (held at breaktime – managed by Teacher)
4. Visit to Headteacher
5. Phone call home

Each pupil will have their own personal name peg on each ladder. This will be fairly and consistently used and applied during the course of the day by both class and specialist teachers.

The name pegs on the **positive** behaviour ladder will remain ongoing throughout the week, this will allow the children to strive to reach '**postcard home**'.

The name pegs on the **detrimental** behaviour ladder will be used to allow children to see how any negative behaviour is escalating, allowing them to try and turn their actions around. However, their

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'pegs' will **always** be moved back to the start point at the **end of each day** thus making sure all pupils will have a fresh start each day.

Whilst individual recognition is important and valued, children at Westbourne also have the opportunity to contribute towards their class or house team.

## The Golden Rules

The Junior School follows the Golden Rules (PS & KS1) that have been adapted from Jenny Mosley's work. They are:

<ul style="list-style-type: none"><li>● We are gentle</li><li>● We are kind and helpful</li><li>● We listen</li><li>● We are honest</li></ul>	<ul style="list-style-type: none"><li>● We work hard</li><li>● We look after property</li><li>● We are respectful</li></ul>
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Rewards for good behaviour (including learning behaviours) are awarded as follows:

KS1	KS2
<p>Praise</p> <p>Traffic light chart (individual recognition. Silver - silver star, gold - gold star and 'Wow' certificate sent home).</p> <p>Marbles in jar (collective recognition with class treat).</p> <p>Celebration Assembly</p>	<p>Behaviour Peg Boards in each KS2 class (Year 3- Year 6) see above definition and structure</p> <p>House points</p>

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Rewards for effective learning are awarded as follows:

KS1	KS2
<p>Praise</p> <p>Wow Work Wall, showcasing a student's piece of work and 'Wow' certificate sent home</p> <p>Celebration assembly</p> <p>Specialist certificates and medals of achievement presented in assembly</p> <p>End of year presentation</p>	<p>Praise</p> <p>House points</p> <p>Celebration assembly</p> <p>Postcards home</p> <p>Specialist certificates and medals of achievement presented in assembly</p> <p>Prize Giving (evening)</p>

Although our emphasis is on rewards to reinforce good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Westbourne has a varied list of sanctions (see above on the pegboard list) that increase in severity dependent on the misdemeanour. This process is shared with staff, pupils and parents/carers to inform all parties and set expectations. All staff ensure that they follow the procedures set out in this policy and apply appropriate sanctions responding immediately to negative behaviours. Whilst inappropriate behaviour must be addressed at all times it is important for the individual to be made aware of their discrepancy and be provided with opportunities to make amends.

## Poor personal organisation (KS2)

For example:

- Forgetting diary or parent's signature
- Forgetting equipment or uniform
- Late returning home learning or letters

**Staff response:** verbal reminder, followed by written reminder. On the third occasion and form teacher or specialist to contact parents.

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## Inappropriate behaviour (All children)

### For example:

- Dishonesty (minor issue)
- Name calling/teasing
- Belittling people or making personal comments
- Whispering about others or laughing at someone hurt or upset
- Ignoring people or leaving them out
- Damaging or hiding belongings
- Use of mobile phone without staff supervision / permission
- Low level disruption
- Poor standards of work

### Staff response:

#### Low level sanction

- A look/non-verbal cue to show you have noticed what is happening and you disapprove. Discuss this cue with the whole class so they can recognise/understand its importance.
- A verbal warning that states how the behaviour is breaching the Golden Rules / Standards
- Formal warning with traffic light system (FS / KS1) or discussion with teacher (KS2), followed by a reflection on the incident and identifying how to improve this e.g. verbal or letter of apology, demonstrating positive behaviour.
- We do not humiliate children and consequences should not be enforced with an audience.
- If issues persist the Form Teacher will contact parents and a record will be made on the pupil's record.

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## Serious behavioural choices

Making threats/threatening behaviour

Dishonesty (lying about involvement in issues)

Swearing/ugly language

- Racial or discriminatory comments
- Physical aggression
- Repeated and targeted teasing or name calling (bullying)
- Disrespectful behaviour towards children and adults
- Disrespect of school property
- Inappropriate use of technology e.g. mobile phone, the internet or email

## Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

### (KCSIE Sept 2018)

**Staff response** - High level sanction:

Head / Deputy Head of Junior School should be notified and may meet with the student.

Withdrawal of privilege/s - The teacher is responsible for determining the length and type of this sanction in discussion with the Head / Deputy Head. This will be dependent on the severity of the misdemeanour.

Most positive change occurs when a discussion is held during this time and the sanction matches the action in some way (e.g. If a child has been rude towards a staff member, then a personal apology would be appropriate). These sanctions should be carried out with care as often a supportive discussion followed by a verbal apology has a greater quality and long term impact. If this occurs in a specialist's lesson they will inform the form teacher.

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Form tutor should inform parents/carers of the misdemeanour and the sanctions that have been put in place. Depending on the regularity and type of offense a progress report card may be issued for a week or comments may be placed in the diary. This will be monitored by form tutors and sent home each evening to parents/carers.

Parents may be invited into school to discuss the issue and way forward. Notes are added into pupil records.

Repeated serious behavioural choices: Head of Junior School informed and involved, Headmaster informed.

Parents will be contacted and invited into school to discuss the issue and way forward. Notes are added into PASS.

## **Use of reasonable Force**

All staff members are aware of how to use reasonable force in school, as per July 2013 DfE guidance and guidance from Sheffield Safeguarding Children Board, which also makes reference to Keeping Children Safe in Education 2018

[https://www.safeguardingsheffieldchildren.org/assets/1/reasonable\\_force\\_sept\\_18.pdf](https://www.safeguardingsheffieldchildren.org/assets/1/reasonable_force_sept_18.pdf)

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